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Guilford College

BULLETIN

Volume LXXI Number 1

CATALOG
1978-1979



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BULLETIN

1978-1979 GUILFORD COLLEGE CATALOG
GREENSBORO, NORTH CAROLINA



GUILFORD COLLEGE BULLETIN

June, 1978

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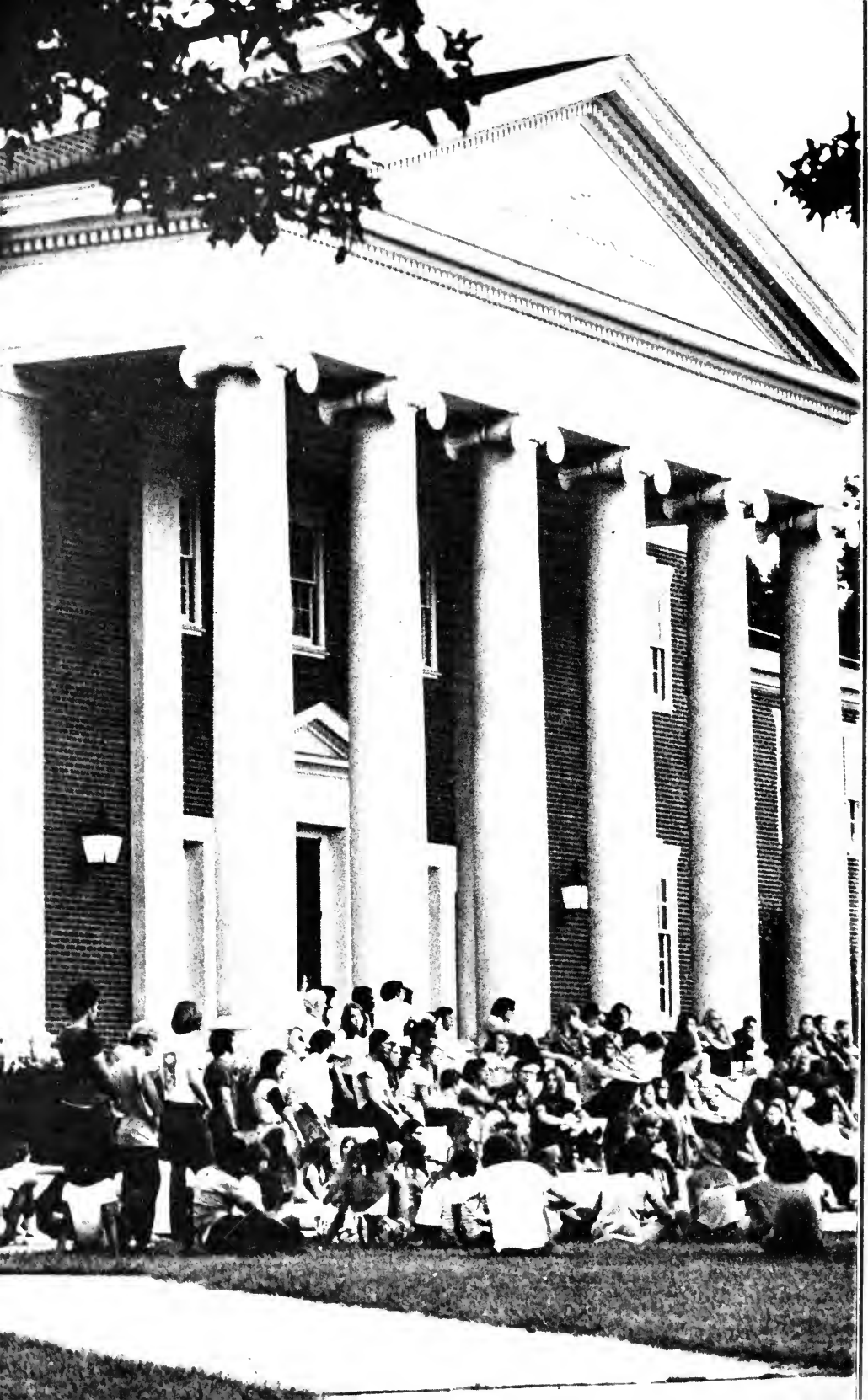
NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

Guilford College does not discriminate on the basis of age, race, color, religion, national and ethnic origin, sex, or handicap in the administration of educational policies, admission policies, financial aid, employment or any other college program or activity. Inquiries concerning the college's responsibility may be directed to the Affirmative Action Director.

The Guilford College Catalog contains information about the educational climate, the academic program, and campus life at Guilford College. In addition, it explains the degree requirements and academic regulations, describes the course offerings, and lists the faculty and administrative staff. The college reserves the right to change any provision, offering, fee, or requirement at any time to carry out the objectives and purposes of the college.

CONTENTS

I	Guilford College	5	
II	Academic Programs	19	
III	Campus Living	47	
IV	Admissions, Fees, and Student Aid	61	
V	Courses of Instruction		
	Faculty Listing by Department	76	
	Departmental Offerings	78	
VI	Personnel	146	
VII	Appendix	155	



GUILFORD COLLEGE

PROLOGUE

A college is an act of faith in the human being, the corporate expression of a conviction that people can, by taking thought, add to their moral and intellectual stature. This faith and this conviction have been the integrating force in the evolution of Guilford College and the Guilford community.

The college began as New Garden Boarding School, founded in 1837 by the Religious Society of Friends, known as Quakers. Its purpose from the beginning was the training of responsible and enlightened leaders, both men and women. Its method was the liberal arts, viewed not as a static body of knowledge but as a stimulus to intellectual and spiritual growth. As the Board of Trustees declared in 1848:

By education we ought to understand whatever has a tendency to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue.

Quakerism has been traditionally a mode of life rooted in simplicity, regard for the individual, peace, and social concern. It has also been a mode of inquiry, the search for truth by the individual sustained by the whole community of seekers. Today Quakers make up about 9% of Guilford's student body and 22% of the faculty and administrative staff, but the Friends' tradition continues to enrich the college's atmosphere of free inquiry.

Liberal education requires an atmosphere of academic and personal freedom, founded on intellectual and moral responsibility. It requires equally an atmosphere of academic and personal concern, a commitment to human values and to human beings. It is in the combination of these academic and personal qualities that Guilford's uniqueness lies.

DIALOGUE

This dialogue, a conversation among students, faculty members, and administrative officers, is characteristic of what Guilford people say to each other when they talk about the college. It embodies a thinking together about what is important at Guilford and how the fundamental objectives of the institution can best be achieved. It also embodies a recognition that we have not fully achieved those goals prescribed for the college in 1848; progress toward these goals requires continuous

interpretation and thought. Above all, this dialogue and others that occur on campus represent the thinking of a concerned and caring community. A concerned and caring academic community is perhaps the most accurate description of what Guilford College is today.

Is it more difficult to establish criteria for a good Quaker college than for a good liberal arts college?

I think Guilford's qualities are best measured by its qualities as a liberal arts college. I don't think a good Quaker college is one that sets about to indoctrinate people in the ideas of Quakerism.

But I feel strongly that Guilford should be concerned with personal integrity and moral values, and with raising questions about what is virtue, what is morality.

Continuously, right. But not necessarily formally all the time. I believe the most important questions are raised in the quality of the lives of the people here.

I believe Guilford makes its largest impact in the quality of lives of the faculty who exhibit a Quaker approach to problems, to students, to the college. But do we in fact have a core, a coherence in the college faculty that exhibits this? I think this is one of the things we're struggling to achieve in the faculty meetings, for instance.

I think there is a distinguishable style or approach at Guilford that's hard to put into words, and yet when you're living with people who manifest it, you know that it's different.

I think it has to do with a consistent kindness in conflict situations. It has to do with a total commitment to peace and nonviolence in all change. It has to do with an acceptance of differences. I shouldn't pontificate about the Quaker faith, because I'm not a Friend, but I think it is a mature faith—I think you have to grow into it.

There's another important factor in education at Guilford that has to do with working with consensus. There is the underlying belief that no one has the whole truth and that everybody might have part of the truth, but in any case all of us together can come up with something that's better than what any individual or small group can—which involves meeting each person with personal respect.

I think Guilford does fine in all these areas, being open and accepting and concerned. But where does the idea of excellence fit into all this? I came up in a very competitive atmosphere, where it rejoiced my soul to be on top, to know more than anybody else, including my teachers if

possible. This strikes me as quite contrary to the Quaker atmosphere, yet at the same time almost necessary for the pursuit of excellence.



I don't think it's necessarily contrary. To have a community where people are interested in talking to each other while they pursue their own areas of learning can be a way to maximize excellence, to enhance excellence.

I would say that the difference between a Quaker community or a Quaker meeting and a Quaker college lies right here: that a college should have these qualities that we value in the meeting or the community, but in addition it's a place where the life of the mind is central. The two have to live a kind of tension. This is why I think the objectives of the college are dual: character development and scholarship.

I really don't agree with this kind of dichotomy. This is the beauty of the 1848 trustees' statement. Genuine learning involves a change in one's own personality—that to really understand what's happening in history or

religion, or whatever, involves a kind of personal transformation. To put it another way, one of the basic things education is after is to teach people how to assimilate new experiences, new ideas—which involves a modification of one's whole self. Once you've learned how to work a mathematical problem, you're never quite the same again. And that's a smaller change than when you understand what was going on in the American Revolution, or perhaps some aspect of the problem of human freedom. There are different degrees in which the self is changed, but it seems to me all knowing involves a fundamental change.

That brings us right back to the quotation in the catalog: "to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue." Are we really setting out to mold their characters?

Sounds manipulative, doesn't it? But I don't think you can invigorate the intellect without molding the affections, or the other way around. I believe what we need to say is that education is fundamentally moral—not in the sense of learning and abiding by specific principles, but in this kind of transformation of the self, by cracking open one's universe, expanding one's vision, both of contemporary problems and of our cultural heritage. And of one's own role in this whole thing.

Yes. It seems to me that that's precisely where we need to be engaging students and engaging ourselves and our colleagues in the pursuit of truth. Because where it really is grabbing you is where you need to learn, where you're really going to be opened up, where you learn how to work with genuine problems.

Getting down to genuine problems, while we're trying responsibly to keep all this in mind, there's a real split between the day-to-day existence of the college and that ideal. Sometimes it's frustrating, but it's also very exciting, in that there are things going on that you are able to involve yourself in because things aren't right; we're not fully up to that standard.

I feel that way too. When I was deciding where to go to school I read this quote in the catalog, knowing in my own mind that there might be a difference between what's going on here now and what was going on in 1848. And after going here for a year I've had this confirmed, that there are differences. But what we're doing now in a round-about way is very like the objectives of what this traditional Quaker liberal arts college is all about.

These traditions indicate a general direction you can go. The direction itself is heading off north, but there are also things going up and down. At

the same time that tradition is pulling us back into other people's lives and sometimes their mistakes. I think the college is in the process right now of trying to figure out what sort of place it wants to be and what these words do mean.

That's what I see as the difference between an old conservative school and the progressiveness and vitality that really make it worth going here, that make it an alive sort of place, a place that doesn't just establish great computer banks for information storage, and beautiful buildings—everything functional—and then just drives you mad.

Well, I think that any institution that is satisfied with itself, absolutely sure everything it's doing is correct, doesn't have any ferment in it, is a dead kind of place. And I would say Guilford is just the opposite of this.

Throw in an extra point for anybody that might ever be listening to this tape in the future: that quality of internal conflict, movement, flux, everything going on—is healthy!

But there is still a lot of difference between what we'd like to have and what is, and for some the idealistic glow may get rubbed off.

There isn't a human institution of any kind in which this is not the case. The catalog statement, I think, ought to be a frank statement both about what the college is and what it is striving to do, because you cannot truthfully define it otherwise.

It's a vision, not just a definition.

EPILOGUE: A Statement by President Grimsley T. Hobbs

A written statement only dimly reveals the real character of a college. An educational institution cannot simply be described in terms of an academic program with assorted policies and procedures. To know a college fully, one must personally experience the interaction of students and teachers in and outside the classroom, the exchange of ideas and friendships, and the sharpening of minds and issues which take place in those colleges where something truly significant is happening. Vital colleges are consciously human communities of learning in which personal as well as intellectual growth takes place, among both students and faculty members. They are genuine fellowships of learning. This is the element at Guilford College which is difficult to convey in words, but which is nevertheless the most characteristic mark of the college.

Such a mode of education places great demands upon students and faculty members alike. To educate the whole person, we must involve

ourselves wholly in the process. To confront the student with the realities of today's world, we must ourselves openly face those realities. And to engage students in the eternal questions of mankind, we must continually examine our own basic commitments.

To profit from his approach to education, a student must have not only intellectual ability and a desire to learn, but also a willingness to risk involvement in ideas and activities that matter. At its best, education is a creative encounter in which persons with differing backgrounds and points of view come together to share and enlarge each other's vision. To be effective, each must give substantially of himself while at the same time maintaining a respect for the opinions and the person of others, even though they may differ with him. Where this encounter is honest and open, each person draws strength and maturity.

Guilford strives to maintain this creative and open atmosphere as a matter of principle, feeling that only in this way can we remain true to the basic convictions about education and the desired relations laid down at the college's early beginnings. We desire to meet the student where he is, to catch his interest and involvement in significant issues, and thus to play a vital role in the enlargement of his powers. In the process Guilford will itself become more vital and receive from students in proportion to what it gives. To this end we at Guilford welcome each new academic generation in the ongoing process of regeneration and renewal.



THE COLLEGE AND THE COMMUNITY

Influenced by over a century of Quaker heritage, the 300-acre wooded campus of Guilford College is located on the northwestern edge of Greensboro, North Carolina. New Garden Friends Meeting and the North Carolina Yearly Meeting Offices of the Society of Friends are nearby, and Friendship Meeting holds unprogrammed meetings in the Moon Room on campus. Across the road is Friends Homes, a retirement community sponsored by the North Carolina Yearly Meeting of Friends, which shares health service facilities with the college and provides some internship and employment opportunities for students. These Friends also serve as a highly skilled and valuable source of volunteer assistance in certain areas of the college.

Historically the Guilford College neighborhood has a number of interesting associations. The first settlers, Quakers from Pennsylvania, came into "this majestic wilderness" about 1748 and named the place New Garden. Their monthly meeting was established in 1754; Dolley Madison's birth is recorded in the annals of New Garden Meeting. John Woolman's Journal includes a letter which he wrote to these "first Planters of Truth in the Province." In the graveyard behind New Garden Meeting, granite stones mark the graves of soldiers killed in the Battle of Guilford Courthouse, one of the last important engagements of the Revolutionary War. The battleground, now a national park, is four miles northeast of the campus.

Across Friendly Avenue from the college is the Quaker Village Mall. A post office, banks, medical offices and other business establishments are located in the Guilford College community. Greensboro itself, a city of approximately 157,000, offers various cultural, entertainment, and religious opportunities.

Guilford College is easily accessible from the Greensboro/High Point/Winston-Salem Regional Airport, three miles west, and Interstate 40, two miles south.

The Student Body

Guilford College maintains an enrollment on its main campus of around 1,000 students, most of whom live on campus. About half of the students are from North Carolina; the rest represent a wide spectrum of states and several foreign countries. Many religious denominations are represented, with Quakers making up approximately 9% of the student body.

In addition the Urban Center for Continuing Education on campus has an enrollment of about 550 commuting students, many of whom are employed in the Piedmont area and study part-time at Guilford to complete their degrees or to increase their professional competence.

Administrative functions are coordinated between the main campus and the Urban Center for Continuing Education; and classroom, library, laboratory, and computer facilities, as well as most faculty members, are shared. In general, classes in each division are open to students enrolled in the other division. In addition to regular degree programs, the Urban Center for Continuing Education offers non-credit seminars, workshops, conferences, lectures, and field trips for the professional development and enrichment of North Carolina adults.

LEARNING RESOURCES

Guilford students are encouraged to work on their own, both within the structure of courses and in independent study projects. The full resources of the college are available to all students, and students are involved in the operation of libraries, laboratories, and other learning facilities.

The Library

The Guilford College Library maintains one of the most qualitatively and quantitatively superior collections of any private senior liberal arts institution in North Carolina. Its collections support all areas of the curriculum with approximately 165,000 books, periodicals, and a variety of non-print media.

Guilford's concept of an undergraduate library is that it should be an active, integral part of the academic program. Consonant with this, the Library provides numerous services which reinforce and extend the instructional process. Among these are individual and group instruction in library research methods and paper writing, a current awareness service for faculty and students, and a developing multi-media program which makes available a wide array of learning devices such as video recorders, films, microfilms, phonodiscs, tapes, models, and games.

The Library also maintains numerous research and study areas with a seating capacity in excess of 250. Additionally it makes available seminar and typing rooms, small study rooms, individual study carrels, and two lounges for refreshment and review of newly cataloged additions to the collections.

Because of its historical, genealogical, and institutional significance, the Library's Quaker Collection holds a unique place among special collections of the Southeast. This library within the Library contains rooms for research, historical artifacts, and a fire-resistant vault in which the North Carolina Yearly Meeting of Friends has deposited over 600 manuscript books containing North Carolina records of the Religious Society of Friends dating from 1680.

Classroom Buildings and Laboratories

The two main classroom buildings are Duke Memorial Hall and King Hall, which also houses the science laboratories. Duke Memorial was built in 1897 by James B. and Benjamin N. Duke in memory of their sister, Mary Elizabeth Duke Lyon. King Hall, originally built in 1883, was named for Francis T. King of Baltimore, Maryland, a Quaker friend to the college for three decades.

The biology department has five well-equipped laboratories, a greenhouse, and an animal and culture room. There are additional areas where students may carry on individual research. The Edgar V. Benbow Microbiology Laboratory is completely furnished with modern microbiological equipment. The Bailes Greenhouse provides opportunities for student and faculty research as well as serving as a depository of typical vascular plants for observation and study. An herbarium is also available for plant study. The physiology laboratory provides equipment for studies of animal and human functions. Individual and research microscopes, photographic equipment, and field equipment provide useful tools for students in all courses.

The five laboratories of the chemistry department are well equipped for experimental work at all levels. A radioisotope laboratory has been funded through a grant from the Atomic Energy Commission. Through grants and gifts from industry, the Harvey A. Ljung Instrumentation Laboratory is being continually updated and extended, the most recent gifts being a Beckman gas chromatograph and a Perkin Elmer grating infrared spectrophotometer.

The physics department laboratories house an atomic absorption spectrophotometer, a precision high field magnet, lasers, a research-grade nuclear magnetic resonance spectrometer, a multi-channel analyser, a Mössbauer spectrometer, modern nuclear counting gear, a holographic system, and an electronic laboratory designed for the use of integrated circuits for the construction of electronic devices. The E. Garness Purdom Physics Laboratory serves

freshmen physics students. For astronomy, the college owns four six-inch Newtonian reflecting telescopes, a four-inch refracting telescope, and an eight-inch Celestron telescope, all equipped for visual spectroscopy and astrophotography. A significant part of the learning experience in the physics department takes place in the laboratory.

Geology laboratories provide space for a complete geology program. They are equipped with rock saws and lapidary wheels for the preparation of specimens, polarizing microscopes, photomicrographic facilities, stream tables, and various field study devices. The college owns an extensive rock, mineral, and fossil collection to which additions are made through purchases and field trips.

The psychology laboratory provides for study and research in both human and animal behavior. Skinner boxes for animal studies; apparatus for studying human depth perception, illusion phenomena, and discrimination; tests for individual and group assessment; and mazes and mirror-drawing are utilized by students and faculty in the main laboratory or in individual research rooms, including a soundproof room, an electrically shielded room, and one-way vision observation rooms.

Much material and equipment is shared by all departments. An example is the equipment used to study water quality, which has been used by the biology, chemistry, and geology departments in studying local watersheds.



The Price Language Laboratory, located in Duke Memorial Hall, incorporates the latest developments in electronic equipment. It contains 50 fully-transistorized booths in which students may receive lessons from master tapes or work independently with tapes of their own. The dual console provides eight separate lesson sources, including a shortwave radio for receiving foreign broadcasts. The laboratory is open each day as well as on certain nights for regularly scheduled groups and students who wish to work independently.

The Leak Audio Center, also located in Duke Memorial Hall, provides a setting for film viewing and demonstration lectures for groups up to 100.

The Computer Center

The computer center shares space with administrative offices in New Garden Hall, built in 1885-86 as the Friends Meeting House. The center houses a DEC PDP-11 / 40 computer and provides time-sharing services to the entire campus. Terminals, connected to the 11 / 40 from various points on campus, provide students and faculty with a powerful tool for research, statistical and mathematical analysis, simulation models, data processing, and management training. Introductory courses are offered in computer science, data processing, and numerical analysis.

Dana Auditorium

Dana Auditorium, which seats around 1,000 people, is used for major musical and dramatic events as well as for lectures, conferences, and commencement exercises. The building also contains the Moon Room, suitable in size and arrangement for unprogrammed Quaker worship, informal lectures, and monthly faculty meetings. The south wing houses practice rooms for music majors and a large choir room for rehearsals and musicales. On the second floor are faculty offices and classrooms for religious and non-Western studies.

Founders Hall

Founders Hall, built in 1836, was reconstructed in 1975 on the site of the first building of New Garden Boarding School. It is the center for student activities, and also houses the art department offices, with space for photography classes and an art history slide library. A gallery on the second floor is available for exhibits by students, faculty, and visiting artists.

Sternberger Auditorium

Sternberger Auditorium, adjacent to Founders Hall, was built in 1975 through the generosity of the Sigmund Sternberger Foundation. It has a seating capacity of approximately 400 and is equipped for stage productions, concerts, lectures, films, and dances. The building also houses the drama department.

Hege-Cox Hall

Newly-renovated Hege-Cox Hall is an arts and crafts center, with studios for pottery, weaving, painting, and printmaking. It has gallery space for exhibits by staff and students, an apartment for artists-in-residence, and an outdoor kiln for firing pottery. Originally a residence for men, Cox Hall was transformed into an arts center in 1977 through a gift from Curt Hege and his wife, Pat Shields Hege, of Winston-Salem, North Carolina. Its original namesakes in 1912 were Jeremiah and Margaret Cox, superintendent and matron of New Garden Boarding School.

The Gymnasium

Physical education classes and activity courses meet in the gymnasium which was built in 1940. There, as well as on the playing fields and the tennis courts, participation is encouraged in intercollegiate and intramural sports for all students. A small lake is open for swimming in the spring and summer.

Archdale Hall

A former men's dormitory, Archdale is used as an office building for the faculty. Built in 1885 with the bricks from burned-out King Hall, it was named after a former Quaker governor of North Carolina, John Archdale.

The Urban Center for Continuing Education

Built in 1956, the Urban Center for Continuing Education was originally the Student Union Building. It now houses the main offices for the center, which offers a complete evening program for students who are employed, and wish to study to complete degrees or to increase their professional competence. Also located in the Urban Center are offices of the Interim Provost, the Dean of the Faculty, the Associate Dean, and the Director of Urban Center Alumni Affairs.

THE CONSORTIUM

In order to expand the number and variety of educational opportunities for students, Guilford College in 1968 joined with two other nearby private, church-related, liberal arts institutions, Bennett College and Greensboro College, to form the Greensboro Regional Consortium, Inc. Students who are registered in any of the three colleges may, with the Dean of the Faculty's approval, take courses at the other two colleges for full credit and without additional registration. A shuttle bus transports students between the three campuses in Greensboro.

The three colleges, operating on a common calendar, share majors in art, chemistry, drama and speech, French, geology and earth science, music, political science, Spanish, and special education for teacher training in the areas of learning disabilities, mental retardation, and the emotionally disturbed. They also share library resources.

The consortium conducts a joint summer school. Two five-week sessions and a ten-week evening session are offered on the Guilford College campus. Courses are taught by faculty members from all three institutions. A special Summer Scholars Program allows rising high school seniors with high academic potential to enroll for college-level courses designed to provide a challenging and enriching experience. Should the student decide to attend Guilford College, these courses will count toward graduation. Information about summer programs is contained in a summer school catalog printed early in the spring. Address requests to the Admissions Office of the Urban Center for Continuing Education, Guilford College.

In addition to the formal arrangement with Bennett and Greensboro Colleges, Guilford also participates in the Greater Greensboro Consortium, through which full-time students registered at Guilford may enroll in courses during the fall or spring semester at High Point College, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro. No additional charges beyond the payment of Guilford tuition are made unless the courses carry special fees.

ACCREDITATION AND AFFILIATION

Guilford College is accredited by the Southern Association of Colleges and Schools and by the National Commission of Accrediting and is on the list of colleges and universities approved by the American Medical Association and the North Carolina State Department of Public Instruction.

Credits earned at Guilford are accepted at face value in admission to graduate and professional schools and in certification of teachers.

Guilford College holds memberships in a number of organizations formed by colleges and universities: the Association of American Colleges, the American Council on Education, the American Association of Higher Education, the North Carolina Association of Independent Colleges and Universities, and the North Carolina Foundation of Church-Related Colleges. Guilford College's religious affiliation is with the Society of Friends.



ACADEMIC PROGRAMS

STATEMENT OF PURPOSE

“Guilford College is an educational community which strives to further personal growth, intellectually and spiritually, among its students and faculty by sharing fully in a number of rich traditions. Among these are a liberal arts tradition which values academic excellence and stresses the need in a free society for mature, broadly educated men and women; a tradition of career development and community service which provides students, whatever their age or place in life, with knowledge and skills applicable to their chosen vocations; and the Quaker-Christian tradition which places special emphasis on helping individuals to examine and strengthen their values, recognizing that the wise and humane use of knowledge requires commitment to society as well as to self.

“The Quaker faith stresses candor, integrity, tolerance, simplicity, and strong concern for social justice and world peace. Growing out of this faith the college emphasizes educational values which are embodied in a strong and lasting tradition of coeducation, a curriculum with intercultural and international dimensions, close personal relationships between students and faculty in the pursuit of knowledge, faculty governance by consensus, and commitment to the value of lifelong growth through education.

“While Guilford College expects each student to develop a broad understanding and appreciation of the important elements of our intellectual and social heritage and at the same time to develop a special competence in one chosen discipline, there is ample flexibility in its curriculum to encourage each student to pursue a program of studies characterized by responsible, independent choice particularly suited to personal needs, skills and aspirations. There is full acceptance of those traditional goals and methods which have proven their value in the past; yet the college also encourages innovation through the use and development of new approaches to teaching and learning. Guilford particularly seeks to explore and to clarify the interdisciplinary nature of all human knowledge and to develop a capacity to reason effectively, to look beneath the surface of issues, and to draw conclusions incisively, critically, and with fairness to other points of view.

“The college desires to have a ‘community of seekers,’ individuals dedicated to shared and corporate search as an important part of their lives. Such a community can come about only when there is diversity throughout the institution—a diversity of older and younger, a diversity

of race and origin, a diversity of beliefs and of what is valued among individuals. Through experiencing such differences and contending points of view there is hope of freeing ourselves from unconscious bias and of helping one another in the search. In this way each member of the college confronts the important questions of moral responsibility, strives for personal fulfillment, and cultivates respect for all individuals in an environment wherein convictions, purposes, and aspirations, which are deeply felt but difficult to articulate, can be carried forward."

(Adopted by the Guilford College Board of Trustees October 26, 1974.)

These phrases assume a concrete meaning as students and faculty meet in classrooms and laboratories or talk informally on campus, in student lounges, or in the dining hall. Liberal education is not a mold into which student minds are pressed, but a tool in the development of mature and aware individuals, capable of analyzing the personal and public issues which confront them and of choosing with perception and integrity the course of their own lives.



Guilford College stresses academic excellence, personal growth, and responsible choice. Within a basic framework designed to acquaint them with the best in the diverse cultural traditions of the world, students are encouraged to create individual programs, selecting from a wide variety of alternatives those subjects which have most to contribute to their own personal development. Faculty advisers are readily accessible to assist students in exploring their interests and abilities and in relating their course of study to future plans.

Since students with varied talents and aims may profit from different methods of instruction, Guilford offers a selection of educational experiences. Most courses combine lectures and discussion or laboratory, with research papers and examinations. In addition, seminars, demanding more direct participation by the student, are available from the freshman to senior level, and opportunities for independent study are provided by most departments. Off-campus learning experiences are encouraged, and students are assisted in designing internships in the community. For particularly mature students, an alternate Curriculum II allows advanced independent work extending over the entire course of study in the junior and senior years.

Guilford's faculty of approximately seventy-five full-time teachers and a number of qualified part-time lecturers and assistants is sincerely committed to undergraduate teaching and sees learning as a common venture into the vital questions of human life. Student enrollment is limited so that a low student-faculty ratio of around 16/1 offers students access to faculty for guidance in their studies, in academic counseling, and in enriching personal association.

DEGREES OFFERED

Guilford College offers a variety of degrees in different fields. The Bachelor of Arts degree may be awarded in any major except accounting, administration of justice, and management, but graduates with majors in biology, chemistry, mathematics, physics, and psychology are awarded the Bachelor of Science degree unless they request a Bachelor of Arts. Majors in geology, political science, sociology, and special education may plan programs leading to either degree. The Associate of Arts and the Bachelor of Administrative Science degrees are offered in accounting, administration of justice, and management to either main campus students or those enrolled through the Urban Center for Continuing Education. The Bachelor of Science degree in these three fields is available to main campus students only. The art major, offered through

the Greensboro Regional Consortium, may lead to either the Bachelor of Arts or the Bachelor of Fine Arts degree. The Bachelor of Music Education degree and the Bachelor of Music degree in applied music, the history and literature of music, or theory and composition are offered through the consortium, with all courses in the major taken at Greensboro College.

Majors and Degrees

Accounting		B.S.	B.A.S.	A.A.
Administration of Justice		B.S.	B.A.S.	A.A.
* Art	A.B.		B.F.A.	
* Art Education	A.B.			
Biology	A.B.	B.S.		
Chemistry	A.B.	B.S.		
Drama and Speech	A.B.			
Economics	A.B.			
Elementary Education	A.B.			
English	A.B.			
French	A.B.			
Geology	A.B.	B.S.		
* German	A.B.			
History	A.B.			
Humanistic Studies	A.B.			
Management		B.S.	B.A.S.	A.A.
Mathematics	A.B.	B.S.		
* Music	A.B.		B.M.	
* Music Education			B.M.Ed.	
Philosophy	A.B.			
Physical Education	A.B.			
Physics	A.B.	B.S.		
Political Science	A.B.	B.S.		
Psychology	A.B.	B.S.		
Religious Studies	A.B.			
Sociology	A.B.	B.S.		
Spanish	A.B.			
* Special Education/Emotionally Disturbed	A.B.	B.S.		
* Special Education/Learning Disabilities	A.B.	B.S.		
* Special Education/Mental Retardation	A.B.	B.S.		

* Denotes cooperative consortium program. (Majors offered by consortium colleges in areas other than those in which cooperative programs have been developed are available to Guilford College students only through specific approval by the Guilford College faculty.)

Concentrations

Classics
Environmental Studies
History of Science
Non-Western Studies
Social Services

Cooperative Programs

Engineering	Georgia Institute of Technology
Forestry and Environmental Sciences	School of Forestry, Duke University
Medical Technology	Bowman Gray School of Medicine, Wake Forest University
Physician's Assistant	Bowman Gray School of Medicine, Wake Forest University

GRADUATION REQUIREMENTS

For the baccalaureate degree the student usually is required to complete thirty-two courses (128 credits, equal to 128 semester hours) of academic work with at least a C (2.00) average. Students taking academic courses on a pass/fail basis will qualify for graduation if they maintain a C average in their regularly graded courses. Students graduating under Curriculum II qualify for graduation if they maintain a C average in courses below the junior level; however, a higher average will ordinarily be required of students wishing to enter this program. Curriculum II students must receive certification of satisfactory completion of their programs from the major department.

An alternate route to the four-year degree is the completion of 128 credits with grades of C or better, with at least 64 credits being earned at Guilford. In this case a specific grade point average is not required. While this route to graduation may be more lengthy, it does enable a consistent C student to overcome one semester of poor work. Students who choose this route to graduation will have all grades recorded on their transcripts, but only grades of C or better will count toward graduation.

The two-year Associate of Arts degree, available in accounting, administration of justice, and management, requires the completion, with at least a C (2.00) average, of sixteen courses (64 credits), a minimum of eight to be taken at Guilford College. Four courses will be completed in the major and three courses in a related field. In addition,

the candidate will complete IDS 101 ; English 150-200 ; one course in history ; one course in literature, philosophy, or religious studies ; and one course in science or mathematics. Three elective courses may be taken in any department or field.

Normally a minimum of two semesters of study at Guilford College is a prerequisite for graduation. Degree candidates are expected to be enrolled at the college during their last semester of study, and to complete at least half their major courses at Guilford or one of the other consortium institutions.

Students anticipating graduation must file their applications for degree candidacy in the Registrar's Office at least one semester before the anticipated date of graduation.

CORE REQUIREMENTS

Although the emphasis in the Guilford College curriculum is on flexibility and free choice, certain core courses are required of every student. Interdisciplinary Studies 101 and 401 are designed to demonstrate the interrelatedness of all knowledge. The two English courses ordinarily required aim to develop the writing skills basic to a liberal arts education.

Interdisciplinary Studies

Usually students enroll in the first course in Interdisciplinary Studies (IDS 101) during the first or second semester of their freshman year, and in the second course (IDS 401) during their senior year. Transfer students above the freshman level are excused from the 101 course but not from the 401 course.

The Interdisciplinary Studies 101 course is taught in small discussion groups by a team of professors from various departments. The purpose of the course is to explore a single major theme—such as the theme of freedom—from the perspective of various disciplines, and to provide a context, via substantial classical and contemporary materials, for developing skills in critical reading, thinking, writing, and oral communication. Ancillary goals include training in library and computer skills, the creation of a common intellectual experience for large segments of the student body, the encouragement of faculty cooperation and development, and the exposure of freshmen to a wide variety of faculty as lecturers and as research consultants. Selected students serve as teaching assistants.

Interdisciplinary Studies (IDS 401) is a series of interdisciplinary courses, one of which is required of every four-year degree student. These courses

are designed to provide a capstone experience during which students, drawing upon the experience gained from previous college work, explore issues which are mainly contemporary. The courses are designed to be open to all students regardless of their majors. The particular concern of the 401 course is to direct students away from the narrower focus of their major studies toward a larger intellectual context. Courses vary from semester to semester and, whenever possible, involve team-teaching by professors from the disciplines involved. Typical courses include: The Psychology of Sports, Politics and Social Change, The History and Philosophy of Oriental Science, The Problem of Knowledge and Uncertainty, and Concepts of Time.

English

In the alternate semester of the freshman year, when they are not enrolled in Interdisciplinary Studies 101, students enroll in an English course determined by their placement on the English Essay Test administered to all freshmen upon registration. The normal sequence of required English courses is English 150 (Intermediate Composition and Literature) taken during the freshman year, and English 200 (Advanced Composition and Literature) during the sophomore year.

Students who show a need for additional work in grammar and composition on the English Essay Test are enrolled in a basic composition course (110) prior to the required sequence of English courses. For these students the English core requirement is three instead of two courses. On the other hand, students showing marked proficiency on the English Essay Test may reduce their requirement in English to only one course (200). Students who do exceptionally well in English 150 or other courses involving writing may be exempt from English 200 or permitted to substitute a specified literature course involving substantial writing. Application for exemption must be made no later than the end of the third semester through the academic adviser to the English department.

The two ordinarily required English courses stress composition, with emphasis on the skills needed to write papers and essay examinations. In addition, the courses are intended to develop the student's sensitivity to the general uses of the language and an awareness and critical understanding of literary art through reading and discussion. The teaching of writing skills is not solely the responsibility of the English department, however. Staff members in the freshman course, Interdisciplinary Studies 101, emphasize the importance of writing, and faculty members in general demand a high quality of writing in their courses.



DISTRIBUTION OR AREA REQUIREMENTS

One purpose of a liberal arts education is to open students to the broad range of ideas and modes of experience represented in various academic areas lying beyond the specific disciplines in which they are majoring. Therefore, Guilford students are required to meet distribution requirements in non-Western studies, foreign language, the creative arts, the humanities, the sciences, and the social sciences.

One course in non-Western studies is required of every student. The purpose of this requirement is to encourage students to expand their horizons beyond the American-European tradition to the cultures of Asia, Africa, or certain designated primitive areas, and to examine the patterns of thought, religious and philosophical traditions, modes of artistic expression, social structures, and ways of life found in cultures other than their own. Courses in non-Western studies may be taken in the student's major field but may not count for both the major and the non-Western requirement. Questions about course selection or independent study in non-Western studies should be directed to William Beidler, associate professor of philosophy and director of the non-Western studies program.

The foreign language requirement may be fulfilled by completing one foreign language course at the 201 level. Language study is available on the Guilford College campus in Esperanto, French, German, Greek, Latin, Russian, and Spanish. Italian is available through consortium colleges. A foreign language proficiency test is available for freshmen upon registration. Through scores on this test, students are placed in either 100 or 201 level language courses or may be exempted from further language study entirely. Students placing at the 100 level must take both 100 and 201 courses. Candidates for the Bachelor of Administrative Science degree in accounting, administration of justice, or management are not required to take a foreign language. The foreign language requirement may also be satisfied by completing a foreign language course in a program of overseas study.

The creative arts requirement is one course in art, comparative arts, creative writing, music, or drama.

The requirement in the humanities is one course in history and two courses selected from two of the three following areas: philosophy, religious studies, and literature (English literature, literature in a foreign language, or literature in translation, including the classics).

The requirement in the sciences is one science course with a laboratory and either a second science course, with or without a laboratory, or a designated mathematics course. Bachelor of Administrative Science degree candidates in administration of justice and management may satisfy this requirement with any two science or mathematics courses. Accounting majors must take one mathematics course and one non-mathematics science course for a Bachelor of Administrative Science degree.

In the social sciences of economics, political science, psychology, and sociology, two courses are required, which must be in two of the above named departments. Administration of Justice 101 is also recognized as partially fulfilling the social science requirement.

Students taking as a part of the major one of the courses designated as fulfilling the creative arts, humanities, social science, or science requirement are considered to have satisfied that portion of the requirement.

The intent of the distribution requirements is to expose the student to a variety of disciplines. For example, students who fulfill the non-Western studies requirement with a course in religious studies should satisfy part of the humanities requirement with a course in literature or philosophy, unless a definite rationale for not doing so can be established.

Not every course listed in departmental offerings satisfies the distribution requirements. To be acceptable, courses must be approved by the

Curriculum Committee. Such courses are listed each semester by the Registrar on the class schedule.

Testing out of courses which satisfy distribution requirements may be initiated by the student. Appropriate fees may be charged for such placement examinations.

DEPARTMENTAL MAJORS

In addition to fulfilling core and distribution requirements, each student selects a major field of specialization and usually completes eight courses (32 credits) in that field. Majors seeking the Bachelor of Administrative Science degree in management complete ten courses. Majors in specialized fields such as art, music, and elementary or special education normally complete more than the minimum eight courses in the major. The choice of a major is one of the most important decisions facing students, involving both the nature of their college experiences and the direction of their lives. Students are encouraged to explore a variety of fields and examine thoughtfully their own talents and purposes before coming to a decision.

Guilford College offers the baccalaureate degree in twenty-five academic disciplines and an interdisciplinary major in humanistic studies. Two-year programs leading to the Associate of Arts degree are offered in accounting, administration of justice, and management.

Course work in most of the major fields offered may be completed on the Guilford College campus. Special education majors will take part of their work at Guilford College and part at Greensboro College through the consortium arrangement. The entire music major must be taken at Greensboro College. The German major is available in cooperation with the University of North Carolina at Greensboro.

THE RELATED FIELD

In addition to the eight courses for a major, four courses are required in a related field. These courses enable students to expand their areas of concentration and relate them to individual plans and interests. Related courses may be chosen from other major fields, or from a number of special concentrations. The Bachelor of Administrative Science degree ordinarily requires six courses in the related subject field.

ELECTIVES

The number of electives available to students depends upon advanced placement in English and/or foreign language and their ability to test out of other required courses. Ordinarily six or seven elective courses are possible. These may be taken in any department or field.

ALTERNATIVE PROGRAMS OF STUDY

Most students complete their degrees by choosing a departmental major and meeting the requirements of the regular curriculum. However, alternative programs of study and special study opportunities add flexibility to the curriculum and permit students to tailor their courses of study to their own particular needs.

The Major in Humanistic Studies

In addition to departmental majors, a non-departmental interdisciplinary major is offered in humanistic studies. Intended for mature students whose interests focus between or outside traditional departmental lines, the humanistic studies major allows students to define their own fields of concentration and to build coherent programs suited to their personal needs and career plans. Each student can draw upon the total resources of the college—departmental offerings, independent study, and off-campus experiences—but must assume personal responsibility for defining and integrating his or her field of concentration and for planning the project which is its culminating experience.

Students interested in such a major are encouraged to talk with Jonathan Malino, assistant professor of philosophy and chairperson of the Humanistic Studies Council; Jackie Ludel, associate professor of biology and psychology; or Adele Groulx, instructor in art. The council, consisting of these faculty members, the Dean of the Faculty, and three students majoring in humanistic studies, admits students to the major, advises them, and approves individual programs.

Although students may declare themselves humanistic studies majors as early as their freshman year, they make the formal application for admission to the program in the fall of their junior year. At that time each student must submit in writing a proposal presenting a rationale for being a humanistic studies major; a coherent program of study made up of twelve courses and/or independent studies taken or proposed, including at least four courses on the junior or senior level; a tentative plan for the

project culminating the program ; and the name of the faculty member, within or outside the council, willing to advise the culminating project. Some recent projects include Humanistic Psychology and the Scientific Revolution, Women as Artists in the Nineteenth Century, and The Ethical Considerations of the Use of Power.

Curriculum II

Curriculum II is an alternative program of study enabling students in their junior and senior years to pursue their major and related studies independently, under the general supervision of their major professors. It is open to students who in their first two years at Guilford College have demonstrated superior intellectual ability, imagination, and self-direction as well as a high level of academic achievement.

All core and area requirements except the non-Western requirement and IDS 401 should be completed before the student enters Curriculum II. These two courses may be taken in the junior year after the student is enrolled in the program. The junior year involves directed study and writing of papers in the major and one related field, with oral and written examinations in the major. The senior year continues independent study in the major and a second related field, followed by oral and written examinations in the major. The degree is granted on the strength of the oral and written examinations and the writing of a senior thesis.

Students interested in Curriculum II should apply through their department chairpersons in the second semester of their sophomore year. Nominations from department chairpersons are acted upon by the faculty Curriculum Committee. An evaluation committee composed of the department chairperson and professors from the two related fields is appointed for each student admitted to Curriculum II. Evaluation of all work done under Curriculum II and certification for the degree are the responsibility of the evaluation committee. A student may be removed from Curriculum II on the recommendation of the evaluation committee and the faculty Curriculum Committee. Such recommendations must be supported by a written appraisal of the student's work.

SYNOPSIS OF NORMAL REQUIREMENTS FOR GRADUATION

	Credits	
	A.A. Degree	Bachelor's Degree
Interdisciplinary Studies 101	4	4
Interdisciplinary Studies 401		4
English 150, 200	8	8
Non-Western Studies		4
Foreign Language		4
Creative Arts		4
Humanities:		
History	4	4
Literature/Philosophy/Religious Studies (2 disciplines)	4	8
Science/Mathematics:	4	
Laboratory Science		4
Laboratory Science/Non-Laboratory Science/ Mathematics		4
Social Science (2 disciplines)		8
Major	16	32
Related Field or Concentration	12	16
Electives	<u>12</u>	<u>24</u>
	64	128

For Bachelor of Administrative Science degree requirements, see course description for accounting, administration of justice, and management.

COOPERATIVE PROGRAMS

Guilford College offers cooperative programs in several areas with other schools. However, admission to Guilford does not automatically qualify students for admission to a cooperative program. Students must apply to the school offering the cooperative program which interests them, and their admission is the prerogative of that school. Arrangements for new cooperative programs can be made upon approval of the faculty and the Dean of the Faculty.

Forestry and Environmental Studies

The college offers a cooperative program with Duke University in the areas of environmental management and forestry. The student will earn the bachelor's and master's degrees in five years, spending three years

at Guilford College and two years at Duke's School of Forestry and Environmental Studies. The student must fulfill all the distribution (general) requirements by the end of the junior year. The first year's work at Duke will complete the undergraduate degree requirements and the A.B. or B.S. will be awarded by Guilford College at the end of the first year at Duke. Duke will award the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second year.

The major program emphases at Duke are forest resource production, resource science, and resource policy and economics; however, programs can be tailored with other individual emphases. An undergraduate major in natural sciences, social sciences, business, or pre-engineering is good preparation for the program at Duke, but a student with any undergraduate concentration will be considered for admission. All students contemplating this cooperative program should take at least one year each in biology, mathematics, and economics.

Students begin the program at Duke with a one-month session of field work in natural resource measurements in August. The student must complete a total of 60 units, which generally takes four semesters.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements for these students are the same as those for students entering after the junior year, but the 60-unit requirement may be reduced for relevant undergraduate work of satisfactory quality already completed. All credit reductions are determined individually and consider both the student's educational background and objectives.

For further information, students should contact William Fulcher, associate professor of biology.

Medical Technology

Through an affiliation with the Bowman Gray School of Medicine in Winston-Salem, North Carolina, a student may complete three academic years at Guilford and one calendar year of work in the medical technology program at Bowman Gray to receive a certificate in medical technology from the School of Medicine and a baccalaureate degree from Guilford College. Since this program is very rigorous, interested students need to plan their course of study very carefully in consultation with Robert Bryden, Dana Professor of Biology. Usually students entering this program major in biology.

Engineering

A dual-degree program has been arranged by Guilford College in cooperation with the Engineering College of Georgia Institute of Technology, whereby the student completes three academic years at Guilford and two years at Georgia Institute of Technology. After satisfying the academic requirements of the two cooperating institutions, the student receives a baccalaureate degree in physics or chemistry from Guilford and one of the designated bachelor's degrees in engineering from Georgia Institute of Technology. Qualified students may arrange to enter the master's degree program in engineering. Early in their college careers students interested in this program should consult with Rex Adelberger, associate professor of physics.

Physician's Assistant

A cooperative program with Bowman Gray School of Medicine allows a student to complete three academic years at Guilford and then, if accepted, to enroll at Bowman Gray School of Medicine in a 24-month training program in clinical and specialty areas. Upon successful completion of the program at Bowman Gray the student receives a baccalaureate degree from Guilford College and a physician's assistant certificate from Bowman Gray School of Medicine. Interested students should talk with Robert Bryden, Dana Professor of Biology.

PRE-PROFESSIONAL PROGRAMS

Pre-Law

While there is no standard pre-law curriculum, preparation for law school can be made through a variety of academic disciplines. Central to the qualities Guilford attempts to develop are those recommended by the Association of American Law Schools: effective use of language, insight into human institutions and values, and the ability to think clearly, carefully, and independently. Students planning a pre-law program should include courses in logic and accounting and attempt to become competent in at least one area of study. The Law School Aptitude Test should be taken no later than the first semester of the senior year. Pre-law advisers at Guilford are Alexander Stoesen, associate professor of history; Frederick Parkhurst, professor of economics; and William Carroll, professor of political science.

Pre-Dentistry, Pre-Medicine, Pre-Veterinary Medicine

Most pre-dental, pre-medical, and pre-veterinary medicine students concentrate on courses in the natural sciences, yet they gain the breadth of knowledge inherent in a liberal arts curriculum. Guilford College can provide the undergraduate with a solid background in the prerequisites for professional school admission, including inorganic and organic chemistry, biology, physics, mathematics, and foreign language. Although a major in science is not required, interested students should talk with Robert Bryden, Dana Professor of Biology.



Pre-Ministerial

The Department of Religious Studies offers preparation for a career in the ministry or religious education. A breadth of courses is taught that prepares a student to enter theological school directly upon graduation, such as History of Christianity, Old and New Testament, Contemporary Theology, Quakerism, Christian Ethics, and Seminars in Historical Studies.

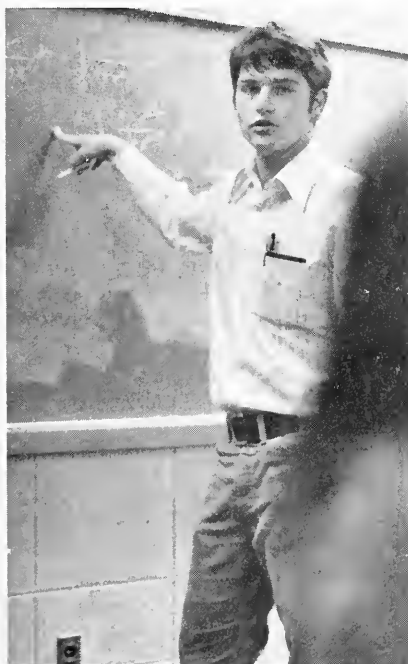
POST-PROFESSIONAL PROGRAM

Anesthesia Nurses

Guilford College offers an opportunity for students who have completed a program in anesthesia for nurses at a medical center to obtain a Bachelor of Science degree in biology. The cooperative program assists anesthesia specialists in advancing their professional stature with a minimum amount of duplication of academic courses within the framework of a liberal arts education. Upon request Robert Bryden, Dana Professor of Biology, will evaluate past studies and plan a degree completion program for interested applicants.

CERTIFIED PUBLIC ACCOUNTANT PREPARATION

The baccalaureate degree program in accounting is designed to provide a solid foundation for students who plan to enter the professional practice of accounting and secure, through state examination, the status of Certified Public Accountant. Students interested in this program should talk with Mary Greenawalt, assistant professor of accounting.



CONCENTRATIONS

In certain areas where Guilford College does not offer a major, enough courses are available to provide a useful concentration which may serve as a related field. Such concentrations are designed to enrich the student's educational program and to widen employment opportunities.

Classics

In order to acquaint students with their historical and humanistic heritage, the classics department offers a wide array of courses in the classics and the classical languages, providing a suitable related field for several major disciplines. See Chapter V for a detailed listing of courses.

Environmental Studies

The environmental studies concentration gives students majoring in the social or physical sciences the opportunity to relate their major fields to problems facing the world's environment today and tomorrow. The program consists of four courses; Ecosystems (Biology 212), Environmental Geology (Geology 231), Law and Society (Political Science 231), and Demography (Sociology 318). A one-hour course on environmental impact analysis is also offered. During their senior year students take Environmental Systems Planning, a one-year seminar/independent study course combining classroom work on actual control systems with practical experience in the field, culminating in a thesis type project. Traditionally those following the environmental studies concentration will major in one of the natural sciences (biology, geology, chemistry) or one of the social sciences (economics, political science, sociology).

The faculty for the environmental studies program is involved in a broad variety of public issues, ranging from arguments on utility rates before the North Carolina Utilities Commission to presentations on the use of off-road vehicles with the national Forest Service, from work on population dynamics and demography in Guilford County to studies of the long-term availability of water for the Piedmont area. There is constant opportunity for student participation in these activities.

Students interested in this concentration should see Robert Bryden, Dana Professor of Biology, or Donald Gibbon, associate professor of geology and earth science.

The History and Philosophy of Science

Science and technology have been among the primary shapers of human life from before the dawn of recorded history, and are perhaps the primary determinants of change in modern civilization. Taken together, they are recognized increasingly as a legitimate field of investigation not only to the historian and scientist but also to those interested in government, industry, and the health professions.

Each course in this concentration is interdisciplinary in method and often team-taught by faculty from at least two departments. Through coordination with a parallel program at the University of North Carolina at Greensboro, the concentration offers a choice of courses comparable to what normally can be offered only by a major department. Each student designs a curriculum in consultation with a program adviser, and upon graduation receives a letter from the program faculty describing his or her participation. This may be used to supplement the college transcript in seeking employment or graduate education.

Usually the student begins the program with the course History of Science (Chemistry/History 335) and completes it by choosing at least three additional courses from the program offerings. These courses currently include Philosophy of Science (Philosophy 391), History and Philosophy of Oriental Science (Philosophy/Chemistry 450), and History of Medicine in America (Biology 204).

For general background the student in this concentration is expected to take one European and one American history course (usually History 101 and 303), two introductory laboratory courses from one discipline, and a third course from any other scientific discipline or mathematics. One of the history courses can be used to fulfill the history requirement and two of the science courses can be used to meet the science requirement.

Interested students should talk with Ted Benfey, Dana Professor of Chemistry and History of Science, or Jonathan Malino, assistant professor of philosophy.

Non-Western Studies Concentration

Although at present a major in non-Western studies is not offered, it is possible to focus on Asian studies within the humanistic studies major. A combined focus is also possible in most currently offered majors such as philosophy, history, or sociology; for example, sociology with a focus on Asian studies. The individual program of study is designed with

the major adviser in conjunction with an adviser from the non-Western studies concentration staff. This combined focus is also possible through Curriculum II.

Courses applicable to this concentration are those designated in the course descriptions as fulfilling the non-Western requirement. They include Non-Western Literature; Eastern Philosophy: China and Japan; Asian Political Systems: South and Southeast Asia; Cultural History of Latin America; Non-Western Civilization; and History of Africa.

Students interested in planning a program in this concentration should see William Beidler, associate professor of philosophy and director of the non-Western studies program.

Secondary School Certification

Students who plan to teach in secondary schools major in the academic subject of their choice and take professional courses required for certification in the education and psychology departments.

Interested students should confer not only with Gwen Reddeck, assistant professor of education and director of secondary education, but also with the chairpersons of their major departments, since approval by both the education department and the major department is necessary before the student enters the teacher education program and student teaching.

Social Services

The concentration in social services is a multi-disciplinary program offered cooperatively by the departments of education, management, psychology, and sociology. Serving as a related field for psychology or sociology majors, it requires courses in Psychology for Adjustment, Introduction to Social Work, Budgeting and Fiscal Accounting, Personnel Administration, and Field Work. It is designed to give the student who is well trained in a chosen field additional understanding of a broad spectrum of related areas which will enhance employment opportunities in agency administration, research, case work, and community organization. Interested students should talk with Andy Gottschall, associate professor of sociology, or Richie Zweigenhaft, associate professor of psychology.

SPECIAL STUDY OPPORTUNITIES

Interdisciplinary Courses

Interdisciplinary study takes many forms in the Guilford curriculum. There is one academic major, humanistic studies, which draws its courses from several departments. The regular curriculum includes intercultural studies, taught in a number of different disciplines, the required Interdisciplinary Studies courses, and numerous concentrations that cross disciplinary lines. Comparative Arts I (FA 301), which can satisfy the creative arts requirement, focuses on the nuclear materials of painting, literature, and music, their effect on the modes of existence of the various arts and on complete art works, and the validity of analogies between the arts. Comparative Arts II (FA 302) discusses the problem of order and spontaneity in art and the relation of artistic perception to political and philosophical systems as exemplified by the shift from neoclassicism to romanticism in Western Europe.

There are also many opportunities to earn elective credit in upper level courses that take an interdisciplinary approach, such as Science and Religion, Anthropology of Religion, or Sociology of Medicine and Health. These courses, all numbered 450, are not offered on a regular basis but as student interest warrants or a department desires to make them available.



Independent Study, Thesis, Departmental Honors Work

The various departments of the college offer independent study opportunities under the 460 course number. The nature of the undertaking varies with the major field, but the essential element is the student's initiative in shaping the terms of the investigation and evaluating its results. Students may register for a maximum of two independent study courses each semester, with approval of the Curriculum Committee required for registration for more than two. All independent study projects must be approved by a supervising instructor who is available for consultation throughout the project, and by the chairperson of the department in which credit is to be earned. A specific proposal for the independent study project should be prepared prior to registration and filed with the supervising instructor, the department chairperson and the Registrar.

The writing of a senior thesis may be undertaken as a separate project or as the culmination of a program of independent study. The format of the paper is determined by the major department according to professional standards, and the thesis should represent both serious research and independent thought.

For students with a 3.5 average in their major most departments offer an honors program consisting of extensive reading, independent study, and perhaps a research paper. The study is evaluated in an oral examination conducted by three members of the faculty and a visiting examiner and is open to all persons wishing to attend. Students successfully completing this program are awarded departmental honors at graduation.

Internships

A variety of internships, numbered 290 in the curriculum and carrying 4 hours of credit, offer unique learning experiences for students by providing them with part-time positions in public or private agencies off campus at the same time they are enrolled in regular on-campus classes. Internships are open to students of sophomore standing or above with a cumulative grade point average of 2.5 or better. Applications for an internship, approved by the student's adviser and the Dean of the Faculty, must be filed with Dick Coe, Director of Experiential Learning and Career Development, prior to preregistration for the semester in which the internship is to be undertaken. The student, in conjunction with on-campus and off-campus supervisors, develops a tentative contract stating both work and academic objectives of the internship and, with

the on-campus supervisor, a means of evaluating the experience at its conclusion. A maximum of 12 credit hours obtained through internships is applicable to degree requirements.

Off-Campus Education

Students may supplement their learning experience at Guilford College through a wide variety of off-campus programs, either in the United States or abroad. In these, the scholarship of the classroom is enriched by experience in the realities of the world beyond the campus.

There are four major types of off-campus education available to Guilford students and faculty:

1. **Off-Campus Seminars.** One-week programs during each semester are planned, under faculty leadership, for locations where learning resources are abundantly available. In New York, art, drama, and urban problems are studied; in Washington, national government; in Florida, marine science; on the coast and in the mountains of North Carolina, ecology and geology; and in the South, black experience and culture. One credit is granted for each seminar. Housing is provided by the college, and the minimal cost to the student covers meals and travel.

2. **Summer Schools Abroad.** In cooperation with the University of North Carolina at Greensboro, six summer school programs have been established in England, France, Germany, Greece, Russia, and Spain; and five or six of these are in operation each summer, led by faculty members from the two schools. Eight credits are given for two courses, and three weeks of individual travel and study follow the six weeks of formal classes.

3. **Seminars Abroad.** This nine-week travel-study experience includes visits to fifteen cities in eleven countries. The program involves seminars with educators and civic leaders, meetings with European students, and visits to art galleries, museums, theaters, and historical sites. Guilford grants 4 elective credits for participation in Seminars Abroad. Seminars Abroad for Adults is a three-week non-credit study-tour of five major European cities in the months of October and April. In addition to visiting museums, theaters, and places of historic interest, participants have dinners and informal meetings with citizens in the countries visited.

4. **Semesters Abroad.** In the fall of 1978, Guilford will have two Semester Abroad programs, in London and in Munich. Each will offer a maximum of 16 credits, through courses offered by regular Guilford College faculty

or faculty members selected from the country of residence. In the case of each program, a balance is sought between formal academic study and the opportunity for extensive contact with life in a different culture. Cost is only slightly higher than the cost for a semester on the Guilford campus; and financial aid, with the exception of college work/study, is available.

Information about the above programs may be obtained from Claude Shotts at the Guilford Center for Off-Campus Education. However, for information about the London Semester, contact Dick Coe.

Summer School or Semesters at Other American or European Institutions

Guilford students with a cumulative C average may attend summer school at other accredited colleges and universities. Since only courses, not quality points, can be transferred back to Guilford, students with academic deficiencies should attend summer school at Guilford College. To attend summer school at other institutions, students must have their courses approved by their advisers and obtain a letter from the Dean of the Faculty certifying their good standing.

When consistent with their educational goals and interests, Guilford encourages its students to study for a semester or a year at other American institutions or in a European university. Procedures to be followed are the same as those required for summer school attendance at other institutions.

Women's Studies

Although there is no major or concentration in women's studies at Guilford College, a series of workshops is offered for concerned students and faculty. Initially funded by Title III through the Greensboro Regional Consortium, the program is directed by Carol Stoneburner, Faculty Development Coordinator. She also teaches an interdisciplinary course, Images of Women in America, with John Stoneburner, associate professor of religious studies. Under the 450 designation, other courses such as Women in Politics, Women in Seventeenth and Eighteenth Century Literature, and Myth of the Feminine have been included in the curriculum.

Pass/Fail Grading

Guilford College offers a few courses that are exclusively graded pass/fail. In addition, to encourage students to broaden their course selections, the college offers those above the freshman level the opportunity to elect one course each semester on a pass/fail basis. If a student elects pass/fail grading during the first week of the term and subsequently meets all the normal requirements of the course at the C level or above, he or she will be awarded credit for the course with a grade of P. Unsatisfactory progress will be indicated with a mark of *F. Neither grade will affect the student's grade point average.

To elect pass/fail grading for a regularly graded course, the student must secure the consent of the instructor. Students who decide to adopt this option will not be allowed to change their registration. The pass/fail option may not be used in courses required in the student's major field or in any other required course. Veteran benefits are not available for courses taken on a pass/fail basis.

The Evening Program

Evening degree programs are offered at the college's Urban Center for Continuing Education for students who are employed or reside in the Piedmont area, and who would like to complete degrees or to increase professional competence.

All baccalaureate degree requirements in accounting, administration of justice, chemistry, geology, management, mathematics, physics, psychology, and sociology may be satisfied through evening classes. Numerous liberal arts courses as well as the concentration in social services described on page 38 are also available through the evening program.

In some departments, rotating classes (identical day and evening sections of the same course) are arranged for students, such as law enforcement officers, whose work schedules vary. Day classes also are available for adult students who find it more convenient to attend during the day.

In addition to courses for college credit, the Urban Center for Continuing Education offers non-credit community service programs, seminars, and workshops. Continuing Education Units may be received for each ten hours of satisfactory participation in non-credit activities.

Inquiries or application for admission should be addressed to:

Office of Admissions
The Urban Center for Continuing Education
Guilford College
5800 West Friendly Avenue
Greensboro, North Carolina 27410

The Student Government Association of the Urban Center for Continuing Education works to insure a community atmosphere and to provide social and cultural activities for the working student. All students registered for college credit at the Urban Center are SGA members. From their office in the Urban Center, SGA officers are available to counsel with members who may have concerns.



SCHOLASTIC HONORS

The Dean's List

The Dean's List, published at the end of each semester, consists of the names of students who carried at least 8 hours of academic work in the previous semester and earned a B+ (3.50) average. Sophomores, juniors, and seniors on the Dean's List are not responsible for daily preparation but are required to take announced quizzes and examinations and to prepare all assigned written work.

College Marshals

At the regular faculty meeting in March, the faculty elects twelve members of the sophomore class to serve as college marshals. All members of the class with a B (3.00) average are eligible. The marshals serve at commencement and public functions for the following year. The student receiving the highest number of votes is designated chief marshal.

Dana Scholars

Dana Scholars are selected from the rising sophomore, junior, and senior classes on the basis of character, scholarship, and leadership. The scholarship may be renewed if the student maintains a B (3.00) average and continues leadership activities. See page 71 for further information.

Scholarship Society

The Guilford College Scholarship Society was organized in 1937, the centennial year of the college, for the express purpose of encouraging and recognizing high academic achievement. Students with cumulative grade point averages of 3.50 are eligible for election upon passing 60 credits of academic work at Guilford College. Faculty members belonging to Phi Beta Kappa or Sigma Xi are eligible in their second year at Guilford, and honorary members are elected on the basis of published writings.

Departmental Honors

Please refer to the preceding section in this chapter, Special Study Opportunities, page 40.

Graduating Honors

Honors are awarded graduating seniors who during their college career have attained a quality point average of 3.50. High Honors are awarded seniors who have attained an average of 3.70.

THE HONOR CODE

In academic affairs Guilford College operates according to an honor system, symbolized by the honor pledge traditionally inscribed by

students at the end of written work submitted for credit: "I have been honest and have observed no dishonesty." It is assumed that all members of the college community will respect the principles of honesty and mutual trust embodied in the honor code. Individual students are responsible for preparing their own work in every class. They are expected to understand the meaning of plagiarism and to avoid all suspicion of plagiarism in papers prepared outside of class. Furthermore, students are expected to neither sanction nor tolerate violation of the honor code by others.

Faculty members or students strongly suspecting that a student has not been honest in academic work and having evidence to support this suspicion should refer the case to the appropriate faculty-student agency for consideration. In all such cases, the rights and reputation of the suspected student must be protected.



CAMPUS LIVING

A college is an intentional community, a gathering of individuals who have chosen a common time and place as the context of their learning experience. For you, the individual student, a college can be many things. It can be a place to "stop over" as you develop the skills to prepare for a vocation. It can be a place to become involved in the world of ideas, thought, and creativity. It can provide a unique way to look at the world. It can be a place to refine and polish an approach to human relationships. It is often a place to put your values and commitments to work and to test them. It can be a place to test your own limits; to begin to answer the question, "Who am I in the universe?" It can be a place to find out just how able you are as a person. It can be a place of growth and development, and of new perspectives. A college is what the student, the faculty, and the administration make of it.

Student life at Guilford College is influenced by the Quaker origins of the college and by the Quaker view of man in the world. College policies and regulations are designed to create an ordered environment conducive to learning and development, in an atmosphere marked by personal integrity and respect for others. Campus living demands of students a sense of responsibility for their own actions and an awareness of their role in the community. Specific guidelines for campus life are printed in the *Student Handbook* available from the Office of the Dean of Students. It is the responsibility of every student to be informed of college policies and regulations and to abide by them in good faith.

STUDENT GOVERNMENT

Legislative

Student government at Guilford is organized around a Community Senate. The senate is comprised of one member from each of the six residence halls, one member from the day student organization, one member from the administration appointed by the President of the college, and two faculty members elected by the faculty.

This body, within the policies and regulations established by the Board of Trustees, derives authority from the President of the college to govern the student body and to coordinate and direct the several subsidiary organizations of the government. The executive officers of the Community Senate are elected each year in campus-wide elections. Student representatives to the Board of Trustees and to the various faculty

committees are appointed by the president of the Community Senate with the consent of its members.

Residence hall government is based upon a unit-of-living concept in which the residents of each individual hall are empowered to write their own constitutions, subject to the approval of the Administrative Council, to maximize their control of residence hall life. These constitutions must be in accord with the general policies of the college; however, considerable latitude is allowed each hall in its determination of internal living agreements.

Judicial

Campus offenses and academic violations (see *Student Handbook* for definition) are adjudicated by the Campus Judicial Board. In addition to the power to impose lesser penalties, this body may recommend suspension or dismissal subject to review by the Student Affairs Committee and the President of the college. The membership of this body is selected from students who petition a special selections committee for membership. Faculty representatives are elected from members of the full-time faculty.

CULTURAL OPPORTUNITIES

The College Union is a student organization which sponsors campus social, recreational, and cultural programs. Union committees include those for recreation, films, concerts, and dances, as well as a coffeehouse. The purpose of the Union is to encourage self-direction and self-realization in leisure activities. Homecoming in the fall and Serendipity in the spring are major weekends the Union helps to coordinate.

The Guilford College Arts Series has a long tradition of cultural programs in music, the performing arts and public affairs. Each year it brings to campus outstanding concerts and speakers, providing a valuable expansion of fine entertainment in the community. The series is free to all students, faculty, and staff. The Guilford College Film Series presents approximately forty motion pictures during the year.

Guilford students benefit from several established lecture series, including the Patrick History Lecture and the Newlin History Lecture, as well as the Arts Series. In addition, various departments sponsor special lectures and programs relating to particular courses or aspects of their fields. These lectures are open to the student body and to interested townspeople.

The Faculty Colloquium

Dialogue within the Guilford College Community is fundamental to maintaining the quality of our intellectual and spiritual life together. Each year the Faculty Colloquium brings faculty, students, and visitors together to nurture this by pursuing a theme of common interest within an interdisciplinary context.

Through weekly lectures followed by discussion, faculty from the humanities and the natural and social sciences, as well as occasional guest speakers and students, explore questions of humane import. Themes have included: Myth, The Concept of Certainty, Creative Process in the Arts and Sciences, Women as Shapers of Culture, The Hero in Literature and Culture, and The Development of Sex Roles. Materials from these lectures often appear in issues of the *Guilford Review*.

Founders Hall College Center

Rebuilt on the site of the original building of New Garden Boarding School, Founders Hall provides attractive office and program space for student organizations and activities. Its facilities include meeting rooms, lounges, an art gallery, a recreation room, student offices, an information desk, the art department offices, photography laboratory, mailroom, grillroom, bookstore, cafeteria, and student-operated radio station.

Sternberger Auditorium, adjacent to Founders Hall, provides seating for approximately 400 people as well as space for dances and other events. The drama department is housed in the basement, which includes dressing rooms and a rehearsal hall. Sternberger Auditorium is complemented by the larger Dana Auditorium as a location for performing arts presentations.

The Performing Arts

The Revelers, Guilford's drama group, presents major productions and one-act plays each semester under the direction of the drama faculty and student directors. Students and faculty often initiate a wide variety of dramatic activities including work with children's theater, local high school groups, New York seminars, and work with visiting professional performers. Membership in the Revelers is open to all Guilford students. Especially active members may qualify for the Dramatics Council.

The Guilford College Choir performs numerous concerts each season both on and off campus. In addition to major concerts at Christmas and

during the spring, the choir takes an annual tour, bringing the members into stimulating contact with varied audiences and communities. Membership in the choir is by audition and is open to members of all classes. Choir scholarships are available to students meeting specific criteria.

Students interested in the broadcasting of music maintain and operate radio station WQFS-FM, licensed to Guilford College by the Federal Communications Commission. Programming also includes news, lectures, and a variety of offerings providing an educational service to the people of Guilford College and the surrounding area.

CAMPUS PUBLICATIONS

The *Guilfordian*, a weekly newspaper printed for and by students, serves as a forum for faculty and student opinion through its editorials, columns, and letters to the editor. Coverage of campus news events and publicity for various activities and cultural programs are carried in each issue. The student staff, working with the advice of a student-faculty publications board, gains practical journalism experience in writing, editing, layout, and publishing.



The *Quaker*, the college yearbook, is compiled by students and published annually. As a pictorial and literary representation of Guilford College, the *Quaker* attempts to interpret and evaluate graphically campus activities and aspirations.

The *Piper*, published annually by a student staff, features original poetry, prose, and graphics contributed by students and faculty. Its purpose is to promote creative writing, develop artistic talents, and provide opportunities for critical dialogue in the arts.

The French journal *Degré Second: Studies in French Literature from the Renaissance to the Present* appears twice a year and is distributed internationally. Its co-editor is James P. McNab, Dana Professor of French, while the journal's editorial board consists of distinguished scholars from throughout the United States and Europe.

The Guilford Review, published spring and fall, features writing by faculty, alumni, guest speakers and others associated with the college. It focuses on questions of an interdisciplinary nature and includes creative as well as scholarly writing. Past issues have centered on Certainty and Uncertainty, Woman and Mythology, Myth in Multiple Perspective, Creative Process in the Arts and Sciences, Women in Change, and Women on the Social Scene. Future issues will explore the Development of Sex Roles, and Science and the Imagination.

The *Journal of Undergraduate Mathematics* is an internationally-distributed periodical devoted to undergraduate mathematics research. Established in 1969, the journal is published twice each year in March and September. Papers published are contributed by undergraduate mathematics students from throughout the United States as well as from foreign countries. Edited by J. R. Boyd, professor of mathematics at Guilford College, the journal's editorial board is made up of prominent mathematicians in the United States and Canada.

The Southern Friend: Journal of the North Carolina Friends Historical Society is a semi-annual periodical sponsored by the only Friends historical society in the Southeast. Co-edited by Dr. Lindley Butler of the faculty of Rockingham Community College and Herbert Poole, Director of the Guilford College Library, the publication carries scholarly articles on various aspects of the history of the Religious Society of Friends.

North Carolina Libraries is the journal of the North Carolina Library Association, published at the college four times each year and edited by Herbert Poole, Director of the Guilford College Library. The journal

contains articles of interest to the state's professional library community. Its editorial board is made up of well-known librarians throughout North Carolina.

RELIGIOUS LIFE

Religious life at Guilford reflects the variety of religious backgrounds and concerns of students and faculty. Many students become associated with local churches or synagogues and continue active roles in church life. New Garden Friends Meeting, across from the college, and Friendship Friends Meeting on campus, welcome students of all faiths. Several members of the campus community also sponsor a mid-week meditation to which the entire community is invited.

Student organizations such as Young Friends and Fellowship of Christian Athletes are active on campus, and regular worship services are held for Episcopalian and Catholic students. Lama Lo provides religious and cultural opportunities for Jewish students, and Guilford College Christian Fellowship provides interdenominational programs.

COMMUNITY INVOLVEMENT

Guilford College recognizes the educational value of participation in the larger world of which the campus is a part. The college encourages students to use Greensboro and the surrounding community as an adjunct to the classroom. Students are involved in such programs as tutorial services, volunteer work, and internships with governmental, religious, and other community organizations. In some cases academic credit may be received for these activities.

Some students gain practical political experience by working with local parties and political action groups, either directly or through Young Democrats and Young Republicans clubs on campus. Other campus organizations, such as BASIB and the Biophile Club, also pursue their special interests in the community at large.

SPECIAL INTEREST GROUPS

Brothers and Sisters in Blackness (BASIB) was organized by the Guilford black student community to promote black unity by helping students rediscover, nurture, and project a new black identity; and to add a necessary black perspective to various phases of campus and community life. Both these purposes contribute to the promotion of the black agenda:

self-awareness, racial pride, total development of individual abilities, and the right to participate in the policy-making and decision-making processes that affect individual and community life.

The Biophile Club is a conservation organization dedicated to making the community aware of environmental problems. The club is involved in a number of areas—programs on the environment, recycling, and publication of a calendar focused on the environment. As an activist group, the club is involved in a number of research projects investigating the sources and effects of pollution in Guilford County and the state. It is an active member organization in the Conservation Council of North Carolina and is affiliated with the Audubon Society and the North Carolina chapter of the Collegiate Academy of Science.

The Arts and Crafts Center is a student-funded organization which provides space, equipment, exhibits, and workshops to encourage students to engage in the craft arts: weaving, pottery, jewelry making, batik, woodworking, and calligraphy. The Crafts Center jointly uses facilities with the art department in Hege-Cox Hall.

The Philologists Chowder and Marching Society is an interdepartmental organization of students interested in the physical sciences. The group meets weekly, sponsors speakers, social events, and non-credit classes for specific technical skills.

The Day Student Organization holds regular meetings; its members participate in intramural activities and other campus affairs and are represented in the Community Senate. Its aim is to strengthen the bonds between commuting students and overall campus life.

The International Relations Club considers leading issues of the contemporary world, ranging from the problems of underdeveloped countries through considerations of peace and war. Speakers and special programs such as United Nations Week offer a broader understanding of world problems. The club also provides an opportunity for American students to meet and exchange ideas with foreign students.

The Websterian Society, which was originally started in 1885, is one of the oldest student organizations on campus. Although the Society has been dormant since 1932, it has recently been revived as a campus organization. The Websterian Society devotes its activities toward the development of individual skills in speech and debate, and represents Guilford College in both areas on an intercollegiate level. The Society also provides the opportunity for individuals to express their views and ideas on a wide range of topics. Memberships in the Websterian Society is open to all individuals interested in speech and debate.

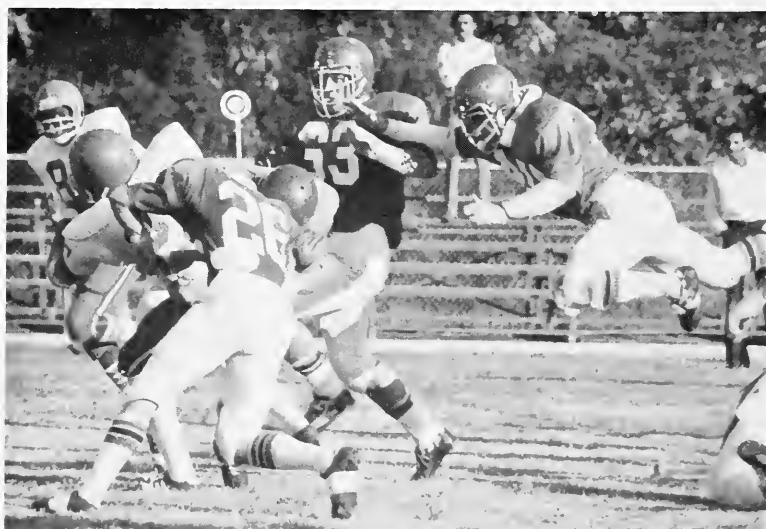
Other special interest groups include the Women's Center, the Campus Association of Photographers, Cheerleaders, Society for the Advancement of International Order, and the Committee on Liberation Through Non-Violence.

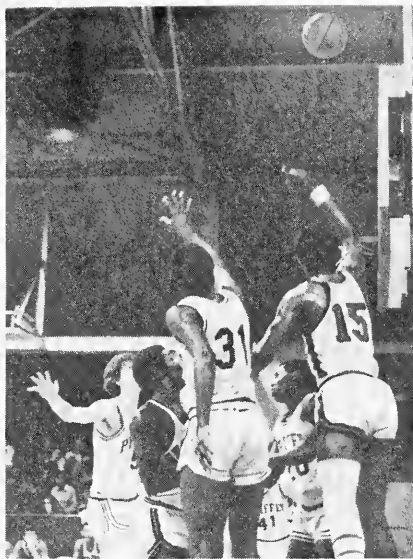
DEPARTMENTAL CLUBS

Majors and other interested students in various departments have organized clubs for discussion of issues relevant to learning in their fields. Foreign language clubs provide practice in the spoken language and programs on the culture of various countries. Phi Alpha Theta, an honorary history society, sponsors historical programs; the Association for Creative Education (ACE) promotes interest in education as a profession; and the purpose of Pi Gamma Mu is to promote and recognize academic excellence in the social sciences. A History Club and a Philosophy Club provide special programs for students in these majors.

ATHLETICS AND RECREATION

The athletics program at Guilford provides activities which are physically wholesome, mentally stimulating, and socially satisfying, integrating athletics with the total educational program. All students are encouraged to participate in sports instruction, activities, and competitions.





As a member of the Carolinas Conference, the National Association of Intercollegiate Athletics (NAIA) and the Association for Intercollegiate Athletics for Women (AIAW), Guilford sponsors intercollegiate teams in twelve sports. Men may participate in football, basketball, baseball, soccer, lacrosse, tennis, golf, and track. For women there is basketball, softball, volleyball, and tennis.

In the past ten years, Guilford College athletic teams have participated in a number of national championships. The baseball, basketball, and golf teams have participated in NAIA National Tournaments, and the basketball team won the national championship in 1973.

The Guilford College Intramural and Recreation Association provides a well-balanced intramural program for both men and women, with coed and separate sports.

LEADERSHIP RECOGNITION

Campus leadership at Guilford is recognized in various ways, and is a factor in the awarding of scholarships and other honors. Outstanding seniors may be named to Who's Who in American Universities and Colleges. Academic leadership is recognized by the Dean's List, by appointment of College Marshals, and by scholarships such as the Charles A. Dana Scholarships, awarded for both leadership and

academic ability. Each year the Nereus C. English Athletic Leadership Awards are made to superior athletes who have shown leadership in athletics and other aspects of campus life. Students with very high academic averages may qualify for the Guilford Scholarship Society, which includes also faculty members who are members of Phi Beta Kappa or Sigma Xi.

STUDENT SERVICES

Orientation

The orientation of new students and their parents begins with an initial one-week program prior to the opening of the fall semester. During the week, students and parents have an opportunity to meet faculty and staff members. Through small groups, students become acquainted with campus life, are tested, advised, and registered so that they may enter class in as smooth a manner as possible. A pre-orientation session is held for minority students immediately preceding the orientation program. This program is designed to speak to the particular needs of the minority students.

A special orientation session is held just prior to the beginning of the second semester for new students entering at that time.

Health Service

Several months before the date of entrance, each incoming student is required to forward to the Director of Admissions the report of a physical examination made by a physician, and a certification of polio vaccination and last tetanus booster. Such medical certification is made available to the resident nurse and must be on file before the student is eligible for medical treatment. Daily infirmary office hours are kept during the week, and a physician holds clinic visits each weekday for one hour. After hours or on weekends a nurse is on call at Friends Homes, adjacent to the campus. A physician is on call twenty-four hours a day.

Students needing overnight care are placed in the Friends Homes infirmary at the direction of a nurse or doctor. The medical service included in the Special Fees covers treatment for routine illnesses and the cost of sick call in the infirmary. X-ray and extra services are not covered financially from student fees. The student insurance program is in effect for services which exceed \$25 for students who elect this coverage. For a statement of fees and the cost of student medical and accidental expense reimbursement insurance, see Chapter IV.

STUDENT HOUSING

The Guilford College campus is primarily a residential campus. Although local students may commute, unmarried students usually live in campus residence halls and eat in the college dining room unless excused by the college health service. For married students there are apartments available on campus. Students over 21 and a limited number below that age are permitted to live off campus.

During fall, Thanksgiving, Christmas, and spring vacations all residence halls are closed and must be vacated. No meals are served at these times. For dates consult the calendar in the Appendix.

Upon notification of admission to the college, new students may reserve rooms by signing contract forms provided by the Housing Office. Reservations become effective with the signing of the contract if the \$100 enrollment deposit has been paid. Room contracts are binding for the academic year, and students may withdraw from a residence hall only by permission from the Housing Office. Entering freshmen are assigned rooms in the order in which they have been accepted by the college.

Complete information on room furnishings and residence hall regulations is found in the *Student Handbook* available from the Office of the Dean of Students.

The residence halls are :

Mary Hobbs Hall, built in 1907 and completely renovated in 1977, provides an opportunity for women to reduce expenses by doing cooperative housekeeping. It was named for Mary Mendenhall Hobbs, wife of Guilford's first president, who was deeply interested in the education of young women. It contains rooms for 56 women, an apartment, reception rooms, a dining room, and a kitchen.



Shore Hall, built in 1954, was given by B. Clyde Shore, alumnus and trustee, in honor of his wife, Katherine Hine Shore. It has rooms for 50 women, an apartment, spacious parlor, basement lounge, and two kitchenettes.

English Hall was built in 1957 to accommodate 50 men. It was given by Nereus C. English, alumnus and trustee, and his brother Thomas English, members of a family influential in the history of Guilford's past. It has an apartment, lounge, and kitchenette.

Milner Hall is a men's residence hall completed in 1962. It contains rooms for 256 men, two apartments, and space for recreational facilities. It is named for Clyde A. Milner, the fourth president of Guilford College, and Ernestine C. Milner, professor emeritus of psychology.

Binford Hall is a women's residence hall completed in 1962. It contains rooms for 160 women, an apartment, and lounges on each floor. It is named for Raymond Binford, the third president of Guilford College, and his wife, Helen T. Binford, who was especially interested in the education of young women.

Bryan Hall, completed in 1968, is designed to house 206 students in suites of eight. It is structured in the form of four buildings around a central court and houses both men and women. The building, which is fully carpeted and air conditioned, was named to commemorate a gift by Kathleen Price Bryan and Joseph McKinley Bryan Sr.

Guilford College offers the opportunity to groups of interested students to petition the Housing Office for special interest housing. George White Hall, built in 1910, is an all-male cooperative unit with approximately twelve men. The French House is a women's residence for French majors and others who wish to live in an all-French-speaking environment. In addition to preparing French dishes and creating an appropriate atmosphere in the home, the residents invite guests for special meetings and films which stimulate interest in the French language and culture.

John Gurney Frazier Apartments are named for their donor, a 1924 graduate of Guilford College, and commemorate his father, John Gurney Frazier Sr., and his son, John Gurney Frazier III. The first units of Frazier Apartments, duplex living units, were constructed in 1954. Thirty-five apartments are now available for rent to married Guilford students and faculty. Details on facilities and rentals and application forms may be obtained from the Business Office. Only full-time students may live in these apartments.

MOTOR VEHICLES

A student at Guilford College may operate a motor vehicle on campus provided it is properly registered and parked in the designated parking area. Students who operate motor vehicles are required to pay a motor vehicle registration fee and maintain full insurance protecting others. They are expected to exercise care and consideration for the safety of themselves and others, and to observe state, local, and campus traffic regulations. Details of traffic and parking regulations are included in the *Student Handbook* available from the Office of the Dean of Students.

COUNSELING SERVICES

The Counseling Service is based on the premise that every individual has the potential for continuous personal, intellectual and social growth. Seldom is that growth more accelerated or more vulnerable than when an individual pursues a genuine liberal education, and the Counseling Service is always eager to provide professional guidance to the student throughout this all-important process.

The Counseling Service serves as a life planning center for personal growth and crisis intervention. It is staffed by professional counselors in the areas of testing and personal, vocational, and academic counseling.

The center provides a confidential setting for students to plan career goals, resolve studying difficulties, and learn about new dimensions of themselves through growth groups and individual psychotherapy. It also acts as a referral service to sources of assistance in the Greensboro area. The Counseling Service is located in Bryan Hall. A complete counseling service on veterans benefits and educational guidance for veterans is available and located in the Urban Center for Continuing Education.

CAREER DEVELOPMENT AND PLACEMENT SERVICE

The college realizes the importance of helping students decide what kind of an education is best suited to their career plans, as well as how this education can best be put to use in employment. The function of the Career Development and Placement Service is to assist students with career planning and the implementation of career goals.

This service is offered to all students at all levels and to alumni on a year-round basis. Services include aiding students in identifying specific vocational objectives leading to suitable and rewarding employment.

Assistance is offered in job-finding techniques and in making available on campus a variety of employers and recruiters for graduating seniors and alumni. The office also acts as an information center for students interested in part-time and summer employment.

An important part of the Career Development and Placement program is the Student Internship Program. This program offers students an opportunity to combine classroom experiences with exposure to a field that is related as closely as possible to the student's course of study and individual interest. Students receive 4 credits for each internship. Minimum requirements are a 2.5 grade point average and sophomore standing.

This service also serves as one of the connecting links between the college and the business and industrial community, keeping the faculty and administration informed of employment trends.

INTERNATIONAL STUDENT SERVICES

Services are available to international students through a counselor who advises them on institutional rules, governmental regulations, academic resources, and opportunities offered by the campus community. All international students are members of the International Relations Club, whose primary responsibility is to aid in the student's overall transition to Guilford College. A special faculty committee for international students also has as its main concern the welfare of the foreign student at Guilford. Every attempt is made to facilitate mutually satisfying relationships between foreign and United States students, and the community. Guilford College is a member of the National Association for Foreign Student Affairs.



ADMISSIONS, FEES, AND STUDENT AID

In the admissions procedure, Guilford tries to concern itself with more than just statistics. Because it wants to create and sustain a vital and intense academic community which fosters and facilitates shared learning experiences, the college seeks in its applicants qualities of personality, intellectual capability, and social awareness which enable students to participate fully and responsibly in the academic program as well as in campus and community life.

To promote a multi-faceted and stimulating exchange of ideas and values, Guilford actively seeks a student population representing diverse areas of the United States and many other nations, as well as a wide spectrum of ethnic, religious, racial, and socio-economic groups.

SELECTION

Each applicant is considered on an individual basis, with efforts made to deal with as many pertinent aspects of his or her personality as it is possible to discern.

The Admissions Committee examines an applicant's past scholastic achievement as demonstrated by grades and class rank in high school along with his or her academic potential as predicted by performance on one of the nationwide college entrance examinations. Intellectual capacity is a significant factor in admissions selection; however, it does not constitute the whole person, so other qualifications are considered.

The committee attempts to select from among academically qualified students those whose particular backgrounds and talents might enrich and enhance the community educational experience, and those whose energies and concerns promise constructive leadership and useful service in their own lives and in society. These personal characteristics can be evaluated through letters of recommendation and the personal interview which prospective students are urged to arrange. All applicants are furthermore invited to submit for the committee's inspection any information concerning unusual circumstances, achievements, or abilities which they feel would be relevant to the committee in its decision-making process.

SECONDARY SCHOOL PREPARATION

There is no specific number or pattern of units required for entrance to Guilford. The college is primarily interested in the quality of a student's overall academic performance. However, to be better prepared to obtain an academically successful experience in Guilford's liberal arts curriculum, it is recommended that a student's 16 high school units include 12 academic units with 4 units in English, 3 or 4 in mathematics, 1 to 4 in social sciences, 1 to 4 in natural sciences, and 2 to 6 in a foreign language. Students of proven academic ability and exceptional motivation and maturity may be considered for admission before completion of the full four-year high school program. The Guilford Summer Scholars program described in Chapter 1 also allows early college experience for selected high school students.

In addition to course work in high school, prospective students are urged to read widely outside of class to broaden their general background and acquaintance with contemporary issues. Students are also urged to increase their competence in writing, developing the ability to express ideas accurately and coherently. Increasing their general knowledge and writing skills will not only improve students' chances of acceptance at Guilford but will also contribute greatly to their success in college work.

ENTRANCE TESTS

So that the Admissions Committee can better evaluate a prospective student's academic potential, each applicant is expected to take the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board, or the tests of the American College Testing Program (ACT), and have the score sent directly to Guilford College. Information concerning these tests can be obtained in one's high school.

PERSONAL INTERVIEW

The best way for a student to become familiar with a college is to visit its campus and meet and talk with different members of the college community. Likewise, the best way for the admissions staff to evaluate a student is through personal contact. For these reasons each prospective student is invited and encouraged to visit the campus if it is at all possible. To arrange for a personal interview and a campus visit, write or call the Admissions Office. The college telephone number is (919) 292-5511.

APPLICATION PROCEDURE

Applications are processed on a rolling basis, which means that as soon as all necessary material is received in the Admissions Office, each application will be considered. The material needed is (1) the completed application form with a \$15 processing fee, (2) a transcript of all secondary school work, (3) results of one of the college entrance examinations (SAT or ACT), and (4) personal recommendations from guidance counselors or others.

Candidates will be notified of the decision of the Admissions Committee as soon as possible after their applications have been processed. Upon acceptance to Guilford, a \$100 enrollment fee is due, refundable until May 1. It is not applied to tuition and fees but serves as a registration and escrow fee. See page 65 for further details.

Inquiries concerning admission to Guilford College should be addressed to:

Director of Admissions
Guilford College
5800 West Friendly Avenue
Greensboro, North Carolina 27410

EARLY DECISION PLAN

To eliminate the necessity for students to file applications for admission to several colleges and to reduce the anxiety of many college-bound students regarding acceptance, Guilford has joined a number of other colleges in offering an Early Decision Plan. Through this optional plan students whose first choice is Guilford and who have very strong academic and personal qualities may have a decision from the Admissions Committee by November 1 of their senior year rather than the following spring.

To apply to Guilford under the Early Decision Plan students should take the Scholastic Aptitude Tests during their junior year in high school and submit their applications by October 15 of their senior year.

Under this plan students agree to apply to no other colleges until a decision is reached by Guilford, and if accepted they agree to let Guilford know their decision by paying the \$100 enrollment fee within two weeks after being notified of acceptance. For students accepted under the Early Decision Plan this fee is not refundable.

ADVANCED PLACEMENT

Advanced standing may be earned through the Advanced Placement examination or the College Level Examination Program for a total of 32 credits (with a maximum of 16 in each) for those exams that correspond to courses in the Guilford curriculum. The required course Interdisciplinary Studies 101 cannot be waived by examination. Placement and credit decisions in the student's major must be approved by the appropriate department chairperson. Advanced placement may be earned by a score of at least 3 on the AP exam, at least 500 on any CLEP general exam, or at least 50 on a CLEP subject exam. Scores of at least 4, 550, or 55 respectively on the above examinations entitle the student to receive college credit as well as placement. General examination scores may apply only to courses taken to satisfy the core curriculum or distribution requirements. Credit for other courses may be obtained only by taking subject area examinations. Exceptions to these policies may be made by petition to the Dean of the Faculty. For further information the student should contact the Registrar's Office or the Admissions Office.

All freshmen are tested for proficiency in English and in the foreign language they wish to continue studying, and are placed at the levels determined by these tests. Every effort is made to place students in the most advanced courses for which they are qualified.

TRANSFER APPLICATIONS

Qualified transfer students from accredited and approved colleges and universities are welcome to apply to Guilford. In order to be considered for transfer to Guilford, a student needs a minimum of a C average for all academic work taken at the college level. Consideration is given to the academic reputation of the college from which the student wishes to transfer and the type of courses taken at that institution. Transfer applications are evaluated according to the same criteria as are freshman applications.

The materials necessary to complete an application for transfer are (1) the regular application for admission and the \$15 application processing fee, (2) a transcript from every high school and college attended, indicating a cumulative grade point average, (3) results of one of the college entrance examinations (SAT or ACT scores earned while in high school are acceptable), and (4) a letter of recommendation from the academic adviser or the academic dean of the school the student last attended.

EARLY ENTRANCE

Because of greater preparation and maturity among many of today's high school students, Guilford College has expanded its Early Entrance Program to accommodate an increased number of able students who wish to pursue their educational objectives at an accelerated rate. Guilford welcomes applications through the normal admissions process from qualified students who are prepared to enter college upon completion of the eleventh grade. Consideration may, in some cases, be given to capable students who wish to enter college even earlier.

Each year an increasing number of students with varied backgrounds and from many states enter through the Early Entrance Program. They are admitted from the age of fourteen upward, with or without high school diplomas. Their academic performance and personal development place them markedly above those students accepted through regular admissions, a fact which the college attributes both to high motivation and intense intellectual curiosity.

Any high school student with superior academic potential is eligible to apply. Contact the Admissions Office for details.

EXPLANATION OF FEES

Enrollment Fee. A \$100 fee is required of all full-time, main campus students. This fee serves as an amount from which, at the conclusion of the school year, all financial obligations due the college such as charges for room damage, library fines and so forth are deducted. If there are any deductions from the fees due to unpaid financial obligations, a sum necessary to bring the fee to the level of \$100 will be added to the student's account at the beginning of the next fall term.

This fee will be refunded after the student graduates, less charges, if any.

Refund of this fee will be made to students leaving the college before their senior year only in the following situations:

- (a) For reason of health on certification from the college physician;
- (b) For students leaving the college at the end of the first semester, provided notification is given to the Dean of Students by *November 1*;
- (c) For students leaving the college at the end of the academic year, provided notification is given to the Dean of Students by *April 1*;
- (d) For students not permitted to return for academic reasons.

For students who withdraw after the November 1 deadline (or the April 1 deadline), the fee will be credited to the student's account for one year. If the student does not return within one year, no refund will be made. Students who are uncertain about withdrawal should consult with the Dean of Students before either the November 1 or April 1 deadline.

Key Fee. A key fee is required of all resident students. The fee is refundable when the student gives up his or her room and returns the original key.

Linen Service and Fee. Pillow cases, sheets, and towels are furnished optionally by an outside linen service. The cost for this service is included in the regular room charge. A required linen fee will be refunded upon return of linens when the student leaves school. If this service is not desired students or parents must notify the Business Office, in writing, fifteen days before the fall registration date in order to receive a credit of \$10.00 each semester.

Late Registration Fee. A student who fails to complete registration on the day and time designated will be required to pay a late fee of \$10.00.

Motor Vehicle Registration Fee. For further information on motor vehicle registration and regulations, see the *Student Handbook*.

Special Fees. Special Fees cover part of the cost of the college infirmary and library, the cost of athletic events, convocations, Art Series and other auxiliary services. Infirmary service does not cover the cost of professional services when a physician is called to attend a patient or the cost of a special nurse. The college provides the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents.

Student Activity Fee. The student activity fee is assessed and administered by the student government to cover the budget of certain student organizations in which every student may participate or from which he receives benefits.

TUITION AND FEES / 1978-79

For the academic year of two semesters:	Day Student	Mary Hobbs Hall	Bryan Hall	Other Halls
Tuition (12-18 credits)	\$2,625.00	\$2,625.00	\$2,625.00	\$2,625.00
Special Fees	225.00	225.00	225.00	225.00
Room and Board	<u> </u>	<u>1,250.00</u>	<u>1,415.00</u>	<u>1,350.00</u>
	\$2,850.00	\$4,100.00	\$4,265.00	\$4,200.00
Student Activity Fee	<u>80.00</u>	<u>80.00</u>	<u>80.00</u>	<u>80.00</u>
	\$2,930.00	\$4,180.00	\$4,345.00	\$4,280.00

OTHER FEES

Application Fee	\$ 15.00	Late Registration Fee	\$10.00
Enrollment Fee	100.00	Graduation Fee	15.00
Per Credit		Key Fee	5.00
less than 12 hours	62.00		
Urban Center (B.A.S. and A.A. degree program students)		Motor Vehicle Registration	
per Credit	62.00	Dormitory Student	10.00
Overload Per Credit		Day Student	3.00
more than 18 hours	65.00		
Audit Fee (per credit)	25.00		
No Record Audit Fee		Linen Fee	5.00
(per course applicable for Drop-in students)	50.00	Insurance Premium	45.00
Registration Fee		Transcript Fee	
(part-time students only)	10.00	(per copy)	2.00

All fees are subject to adjustment.

COURSE FEES

Art 102, 103, 104, 105, 200, 201, 204, 205, 221, 222, 223, 224, 225, 248, 251, 252, 253, 300, 301, 304, 362, 480, 481	\$ 5
Art 330, 331, 340, 341, 360, 454	\$25
Biology 114, 115, 204, 213, 325, 326, 340, 342	\$ 5
Biology 221, 222, 331, 332, 333, 335, 337, 341, 434, 438, 443	\$15
Chemistry 111, 112, 434	\$15
Chemistry 220, 221, 222, 323, 324, 331, 332	\$20
Education 400	\$50
English 106	\$ 5
Geology 121, 122, 131	\$ 5
Geology 211, 212, 335, 340, 415	\$10
Interdisciplinary Studies 101	\$ 5
Physics 111, 112, 121, 122, 201, 302, 311, 322	\$ 5
Psychology 340	\$ 5

Courses in the sciences numbered 400 or above may also include course fees, as may Special Topics courses (250, 350, 450) in any department.

MUSIC FEES

Guilford College music students registered for private lessons in applied music at Greensboro College pay \$300.00 per semester for two half-hour lessons per week, and \$150.00 per semester for one half-hour lesson per week.

Fees are also charged for the use of practice rooms at Guilford College and for the use of college orchestral instruments according to the following scale, which reflects charges for one academic year (two semesters):

Use of Practice Room with Piano	
6 hours per week	\$20.00
12 hours per week	40.00
Use of Practice Room without Piano	
6 hours per week	15.00
12 hours per week	20.00
Rental of Orchestral Instruments	20.00

MEDICAL AND ACCIDENT INSURANCE

Guilford College makes available Students' Medical and Accident Expenses Reimbursement Insurance (\$25.00 deductible). The policy provides up to \$1,000.00 medical expenses for each disability. Payment will be made commencing with the twenty-sixth dollar of expenses for treatment and hospital confinement incurred within twelve months following the accident or sickness, if treatment begins within thirty days after an accident. The cost of the following is covered:

1. Medical and surgical treatment by a physician.
2. Hospital confinement and special nurses. (Hospital room and board for sickness limited to the cost of a semi-private room.)
3. Miscellaneous hospital expenses such as operating room, anesthetic, medicines, drugs, and laboratory tests.
4. Services rendered by the college infirmary or health service for which the student is normally charged.
5. Dental treatment made necessary by injuries to sound natural teeth (limited to \$250.00).

The premium for insurance will appear as an item on the first semester charges unless students or parents notify the Business Office in writing on or before the day of the student's registration that such protection is not wanted.

PAYMENT OF ACCOUNTS

Registration is not complete until all financial accounts are settled. Payment or proper agreement with the Business Office must be completed by registration day. Any student with an unpaid account ten days after registration day is subject to expulsion from the college.

Monthly Payment

Guilford offers a special plan for parents who prefer to pay tuition and other school fees in monthly installments during the academic year. The cost is 4% greater than when payment is made in cash at the beginning of each term. Those desiring this plan should make arrangements through the Business Office.

REFUNDS AND ADJUSTMENTS

A student who fails to register on the day and time designated for registration will be required to pay a late registration fee of \$10.00. Subject to his adviser's approval a student may change his registration during the first week of classes. No refunds are made for changes in registration after this period except in cases of official withdrawal from the college. In these instances, by written notice to the Office of the Dean of Students and the Business Office, refunds or adjustments on tuition, board and room, and fees are as follows:

Tuition

During the first week of refund period which starts seven days after registration day	80%
During second week	60%
During third week	40%
During fourth week	20%
After end of fourth week	0%

Board

Refunds paid are prorated on a weekly basis calculated on Tuesday following the date of official withdrawal.

Room

There will be no refund or credit against room rental for the semester after the first day of classes. No refund or credit will be made to any student suspended or expelled from the college or residence hall for disciplinary or other reasons.

Special Fees and Student Activity Fee

No refund after the first day of classes.

STUDENT AID

There are many students whose family resources are insufficient to meet the rising cost of a college education without special assistance. The Director of Financial Aid and the Student Aid Committee attempt to identify such students and arrange assistance for them consisting of scholarships, grants, loans, and work opportunities.

BASIS OF AWARDS

The Student Aid Committee takes into consideration both academic performance and financial need according to the terms of the particular scholarships available. Usually a student requesting financial aid must have at least a cumulative C average and acceptable work for the preceding semester. All financial aid is awarded for the academic year, but may be removed at the end of a given semester because of unacceptable scholastic work, gross misbehavior, or undue extravagance. Scholarships must be applied for each year.

Applications for scholarships and other financial assistance should be addressed to the Director of Financial Aid, Guilford College, Greensboro, North Carolina 27410. Financial need is evaluated through confidential Family Financial Statements submitted through the American College Testing Program, Post Office Box 1000, Iowa City, Iowa. Forms may be obtained from the high school counselor or directly from the Financial Aid Office. Completed applications should be received before May 30. Over 50% of Guilford College students receive some type of financial assistance.

SCHOLARSHIPS AVAILABLE

Select Freshmen Scholarships

A number of freshmen entering the college each year compete for honors scholarships of \$1,000 each. Ten of these may be renewed each year if the recipient maintains a B average. Each honors scholarship application is judged on the basis of academic performance, class rank, college board scores, and co-curricular activities. Applications may be obtained by writing to the Admissions Office, and these should be submitted by February 15.

Dana Scholarships

To be eligible for consideration, a student must have completed a full academic year or its equivalent at Guilford College, have a cumulative B average, and be nominated by students, faculty, or administrative staff. Selection is made by a special faculty committee, which takes into consideration the student's maturity, motivation, leadership, and contributions to campus life. A Dana Scholar may be reappointed each year, provided that he or she continues to meet these criteria. The award can go up to full tuition, according to the student's needs.

Nereus C. English Scholarship

Each year a scholarship is available to a student graduating from Trinity High School, Trinity, N.C., who enrolls at Guilford College. The scholarship, which may be applied toward any field of study, was established by Nereus C. English of Thomasville, N.C., a graduate of Trinity High School and Guilford College.

Aid for Quaker Students

Special grants, made possible by endowment funds and restricted bequests and gifts, are available to any qualified Quaker student who demonstrates need for financial assistance to attend Guilford College. Quaker ministers who are seeking but have not completed a baccalaureate degree can receive up to 9 credit hours' tuition cost per semester. Applications should be made to the Director of Financial Aid.

Other Scholarship Aid

The Student Aid Committee of the college administers a number of scholarships and grants-in-aid made possible by friends of the college. These are awarded largely, but not entirely, on the basis of need. Limited funds are available to assist international students.

AID FOR NORTH CAROLINA RESIDENTS

To qualify for North Carolina state grants a student must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to the beginning of the semester. Grants are not available for students who have earned a Bachelor's degree or qualified therefore.

North Carolina Legislative Tuition Grant

Two hundred dollars is credited for each full-time North Carolina student's account. Need is not a determining factor. The student must be an undergraduate enrolled for 12 or more credits on October 1 for the fall term, and on the tenth day of the spring term.

North Carolina State Contractual Scholarship Fund

The state of North Carolina provides scholarship assistance to needy North Carolina students attending private postsecondary institutions. Guilford College administers these funds on the basis of need determined by the American College Testing Service or the College Scholarship Service.

North Carolina Student Incentive Grant Program

Legal residents of North Carolina accepted for enrollment or enrolled full time, in good standing, in an undergraduate program of study in an eligible college, university, or technical or vocational school in North Carolina may apply for Student Incentive Grants to help pay their educational expenses. Students must demonstrate "substantial financial need" as determined through the need analysis system of either the College Scholarship Service or the American College Testing Program. The amount of each grant is based on the individual student's demonstrated financial need in relation to resources and education costs, but may not exceed \$1,500 per academic year.

Application forms are obtained by (1) completing the ACT or CSS need analysis documents and (2) having need analysis results sent to College Foundation, Inc. If sufficient need is established, the NCSIG applications are mailed directly to the student applicant. Need analysis forms must be filed by March 31. Applications filed after March 31 will be considered only if funds are available.

Special note: All students applying for North Carolina Incentive Grants must first apply for Basic Educational Opportunity Grants.

FEDERAL GRANTS AND LOANS

Basic Educational Opportunity Grants are administered by Guilford. The amount of each grant may approximate the funding level approved by Congress. Application for a Basic Grant is made via the ACT Family Financial Statement or the CSS Financial Aid Form.

Guilford makes Supplemental Educational Opportunity Grants (SEOG) to students with low income and exceptional financial need, who require these grants to attend college. Through the government-supported program, authorized by the Higher Education Act of 1972, Guilford offers grants from \$200 to \$1,000 a year for a maximum duration of four

academic years. The amount of aid students may receive depends upon their need and takes into account their financial resources, those of their parents, and the cost of attending the college they choose.

Guilford also makes loans of up to \$1,200 per year from the federally-funded National Direct Student Loan Program. These must be repaid within ten years with interest charges of 3%. Payments begin nine months after the student leaves school. Deferments may be granted with no interest to be charged for up to three years while the borrower is in the armed services, the Peace Corps, or VISTA.

Law Enforcement Education Program

The Law Enforcement Education Program (LEEP) provides financial support for the college education of criminal justice personnel in the areas of law enforcement, court administration, and corrections. Students preparing for careers in the administration of justice may be eligible to participate in the program. Grants for part-time students are made up to \$400 per semester. Loans are available up to \$2,200 per academic year, and are self-liquidating after the student becomes employed full time in criminal justice. Eligibility information may be obtained from the LEEP Coordinator.

Requests for Federal Insured Student Loans from a student's home bank are also certified through the Financial Aid Office.

Information on other federal and state grants may be obtained by writing the Director of Financial Aid.

WORK OPPORTUNITIES

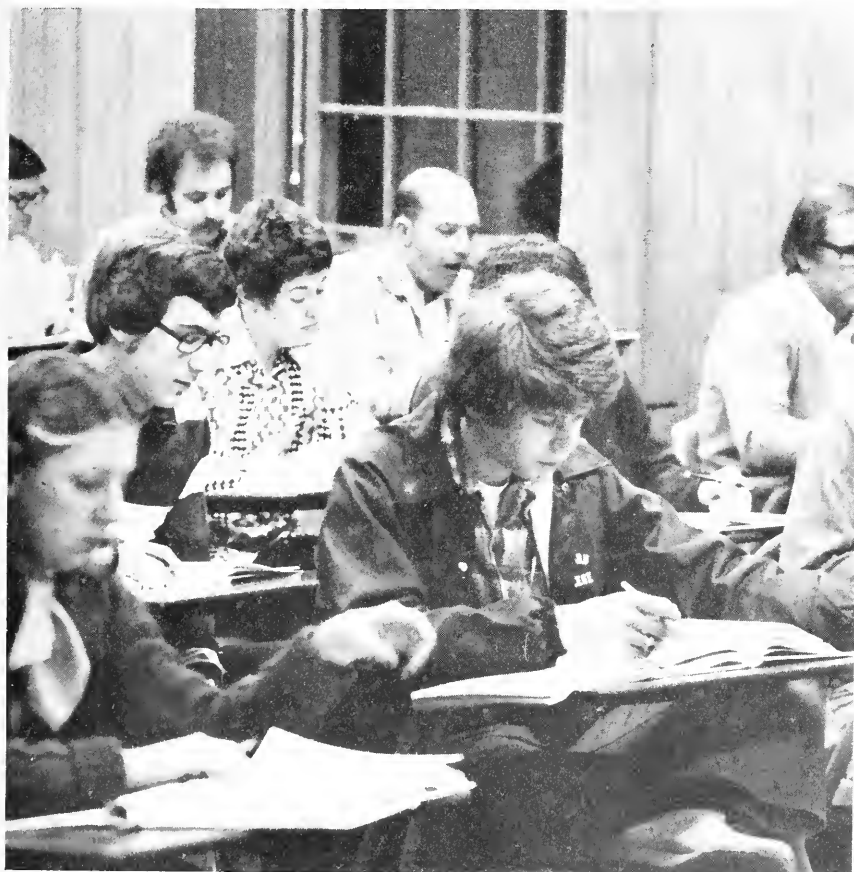
Guilford offers an off-campus job placement service for students who need to work while in school. The college also administers a federally funded work-study program for which students may qualify on the basis of need. Part-time work is available on campus in the library, cafeteria, offices, laboratories, and in maintenance.

Women students may also reduce their expenses by rooming in Mary Hobbs Hall, a cooperative dormitory.

VETERANS

The Office of Veteran Affairs makes available to veterans, war orphans, wives, and widows of veterans the same services normally provided at the regional level. In addition to education benefits, assistance is also available in areas not specifically related to education. Services include: determination of eligibility, application for veteran benefits, tutorial assistance (at no cost to the veteran), application for eligibility for home loans, application for eligibility for educational loans, guidance and counseling, and general information regarding the various forms of veteran assistance.

For further information or assistance, contact the Office of Veteran Affairs located in the Urban Center for Continuing Education.



COURSES OF INSTRUCTION

FACULTY LISTING BY DEPARTMENTS

Accounting

Assistant Professor Greenawalt, Chairperson
Professor Keeny
Associate Professor Oliver

Administration of Justice

Voehringer Professor McDowell, Chairperson
Assistant Professors Bernard and Harlan
Adjunct Assistant Professor Grice

Art

Associate Professor Millholland, Acting Chairperson
Professor McMillan
Assistant Professor Nydorf
Instructor Groulx

Biology

Associate Professor Fulcher, Chairperson
Dana Professor Bryden
Associate Professor Ludel
Assistant Professors Keegan and Moseley

Chemistry

Assistant Professor MacInnes, Chairperson
Dana Professor Benfey

Classics

Professor A. Deagon, Director of Classics

Drama and Speech

Associate Professor D. Deagon, Chairperson
Instructor Prouty

Economics

Professor Parkhurst, Chairperson
Associate Professor Robbins
Assistant Professor Williams

Education

Associate Professor Daniel, Chairperson
and Director of Elementary and Special Education
Assistant Professor Reddeck, Director of Secondary Education
Assistant Professors Schwab and Stewart

English

Associate Professor E. Keiser, Chairperson
Professor Marlette
Associate Professors Behar, Gutsell, and Morton
Assistant Professors Delafield and O'Brien

Foreign Languages

Dana Professor Mc Nab, Chairperson
Professor Colby
Assistant Professors Almeida, Chauvigné, M. Feagins, L. Hunt, and Thompson

Geology

Associate Professor Almy, Chairperson
Professor Harvey
Associate Professor Gibbon

History

Associate Professor Cooley, Chairperson
Professor Burrows
Associate Professors Hood, Lockard, and Stoesen
Assistant Professor Mutunhu

Management

Professor Courtney, Chairperson
Associate Professor Caudill
Assistant Professor Pope

Mathematics

Assistant Professor Walker, Chairperson
Professor Boyd
Associate Professors Gordh and Parker
Assistant Professors Manduley and Reynolds

Music

Professor Lowe, Director of Music Program

Philosophy

Associate Professor Millholland, Chairperson
Professors C. Feagins, Frazer and Hobbs
Associate Professor Beidler
Assistant Professor Malino

Physical Education

Assistant Professor Clark, Chairperson
Professor Appenzeller
Associate Professor Maynard
Assistant Professor Jensen

Physics

Associate Professor Adelberger, Chairperson
Assistant Professor Simon

Political Science

Professor Burris, Acting Chairperson
Professor Carroll
Associate Professor Fike
Assistant Professor Sebo

Psychology

Associate Professor Morse, Chairperson
Jefferson-Pilot Professor Godard
Professor Norton
Associate Professors Ludel and Zweigenhaft

Religious Studies

Associate Professor M. Keiser, Chairperson
Professor Moore
Associate Professor J. Stoneburner
Assistant Professor Pipkin

Sociology and Anthropology

Associate Professor Johnson, Chairperson
Dana Professor Zopf
Associate Professor Gottschall
Assistant Professor Young



DEPARTMENTAL OFFERINGS**ACCOUNTING**

The accounting program at Guilford College is designed to prepare students for positions of leadership and responsibility in industry, government, and public accounting. Students majoring in accounting gain a broad understanding of both the theory and techniques of accounting. Careful selection of upper level courses in the major and related field enables students to tailor the program to their individual career objectives.

Two baccalaureate degree programs are offered. The Bachelor of Science degree permits greater flexibility in allowing the student to develop a sound understanding of the area and yet have ample time for study of other areas. The Bachelor of Administrative Science degree provides a greater depth of study in the major and related field areas.

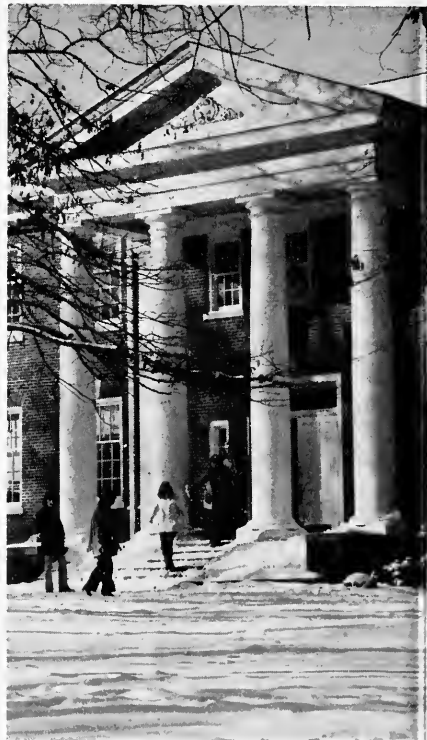
Eight major courses, including Introductory Accounting I and II, Intermediate Accounting I and II, and Cost Accounting, are required for either degree. For the Bachelor of Science degree, four related field courses are required; for the Bachelor of Administrative Science degree, six courses, including two upper-level courses. Macro-Economics (Economics 221), Micro-Economics (Economics 222) or Managerial Analysis (Management 220), Computer Systems Management (Management 141), and Financial Management (Management 336) are required as part of the related field.

The Associate of Arts degree in accounting consists of sixteen courses (64 credits) of academic work with a cumulative C average, or the equivalent of two years of full-time college study. This program offers the maximum number of professionally oriented courses in the first two years so students can improve their professional competence quickly. All required course work is fully credited toward a baccalaureate degree. Required major courses are Introductory Accounting I and II, Intermediate Accounting I, and Cost Accounting. Required related field courses are Macro-Economics (Economics 221), Micro-Economics (Economics 222) or Managerial Analysis (Management 220), and one other course selected by student and adviser.

Seniors who plan to sit for the Certified Public Accountant Examination are advised to examine the requirements of the state in which they plan to qualify. The accounting courses offered at Guilford are designed to satisfy course requirements set by the North Carolina Board of C.P.A. Examiners.

ACCOUNTING

- 225 Introductory Accounting I (Management 225).** 4. Fundamental accounting concepts as applied to business enterprises. Emphasis on the analysis and recording of transactions and the preparation of financial statements.
- 226 Introductory Accounting II (Management 226).** 4. Interpretation and utilization of accounting data for management decision-making. Emphasis on analysis of financial statements, budgeting, cost systems, and cost-volume-profit relationships. Prerequisite: Accounting 225.
- 301 Intermediate Accounting I. 4.** Theory and application of financial accounting. Emphasis on financial statement presentation, current assets and liabilities, intangible assets, and operational assets. Prerequisites: Accounting 225, 226.
- 302 Intermediate Accounting II. 4.** Theory and application of financial accounting. Emphasis on corporate equity accounts, long-term investments and liabilities, changes in financial position, pension costs, and current-value accounting. Prerequisite: Accounting 301.
- 311 Cost Accounting. 4.** Development and use of production costs in planning, controlling, and decision-making. Prerequisites: Accounting 225, 226.
- 321 Federal Taxation. 4.** Principles of federal income tax laws relating to corporations and individuals. Prerequisites: Accounting 225, 226.
- 322 Advanced Federal Taxation. 4.** Tax planning and research in the areas of corporate and fiduciary income taxation and gift and estate taxes. Prerequisite: Accounting 321.
- 401 Advanced Accounting. 4.** Accounting and reporting for consolidated corporations, partnerships, multi-national enterprises, and non-profit organizations. Prerequisites: Accounting 301, 302.
- 411 Auditing. 4.** The independent auditor's examination of the accounting control system and other evidence as a basis for expressing an opinion on a client's financial statements. Basic audit objectives, standards, ethics, terminology, procedures, and reports. Prerequisites: Accounting 301, 302.



ADMINISTRATION OF JUSTICE

421 C.P.A. Problems. 4. General and specialized problems in accounting and related fields which constitute the subject matter of the C.P.A. examinations in accounting practice and theory. Prerequisite: all required courses in accounting and related subjects.

431 Accounting Theory. 4. Theories of valuation, income determination, and financial statement presentation. Emphasis on current accounting issues

and the related professional literature. Prerequisites: Accounting 301, 302.

450 Special Topics. 4. Exploration of an area or particular problem of interest not included in regular departmental offerings.

460 Independent Study. 1-4. Independent research or directed study on a topic of interest to the student. By departmental approval.

ADMINISTRATION OF JUSTICE

The administration of justice programs, designed to prepare students to meet the complex problems of criminal justice in today's urban society, conform to the three traditions described in Guilford College's Statement of Purpose as shaping the college through the years: the liberal arts tradition, the Quaker-Christian tradition, and the tradition of career development and community service.

Three programs are offered, one leading to the Associate of Arts degree; one to the Bachelor of Administrative Science degree; and one, through special arrangement for main campus students, to the Bachelor of Science degree. All are programs in the behavioral sciences and are conducted in cooperation with local, state, and national criminal justice agencies. The faculty is composed of specialists from the local community and members of the administration of justice, management, political science, psychology, and sociology faculties.

The Associate of Arts program consists of sixteen courses (64 credits) of academic work with a cumulative C average, the equivalent of two years of full-time college study. It offers the maximum number of professionally oriented courses in the first two years so students can improve their professional competence quickly. Four major courses are required including Introduction to Criminal Justice (Administration of Justice 101).

The Bachelor of Administrative Science degree is designed for students with a career interest in the criminal justice system, including law enforcement, courts, corrections, parole, probation, security, and juvenile delinquency. The program goal is to provide both pre-service and in-service students with an expanded knowledge of the institutions and processes of the criminal justice system. Further, it seeks to provide

ADMINISTRATION OF JUSTICE

the analytical tools and techniques necessary for deeper insight into those institutions and processes, including the problems of administration.

Majors in the Administration of Justice must take Introduction to Criminal Justice (Administration of Justice 101) and Organizational Development (Administration of Justice 310). The remaining six courses for the major are selected in consultation with the student's adviser and are carefully coordinated with career objectives. A 4-credit practicum may be required. The related field is satisfied by six courses taken in approved disciplines with Elementary Statistics (Mathematics 116) required and a course in computer science strongly recommended.

101 Introduction to Criminal Justice. 4.

Survey of the criminal justice system—philosophy, history, development, role, and constitutional aspects of administration of justice. Review of the agencies and process of criminal justice. Partially fulfills social science requirement.

102 Police. 4.

Survey of the police as a social institution: the structure and processes of police systems. Traditional and behavioral approaches to the police system, with particular reference to the problems of maintaining public order under rapidly changing social relationships.

103 Corrections. 4.

Survey of the structure and processes of correctional institutions, parole, probation, and community based corrections. Discussion of methods and problems in rehabilitation and supervision of adjudicated offenders.

104 Courts. 4. The courts as a social institution: law and the legal mentality, structure and processes of federal, state, and local court systems. Traditional and behavioral approaches to the courts, with particular reference to problems arising from heavy case loads and changing social norms.

105 Juvenile Delinquency. 4.

Survey of problems of delinquency in contemporary society: juvenile courts and institutions; prevention and treatment programs; theories of delinquency causation.

201 Criminal Procedure. 4.

Substantive law of crime and defenses. Homicide, assault and battery, burglary, crimes of acquisition (larceny, embezzlement, false pretenses, robbery), conspiracy, criminal agency and corporate liability, accessories, concept of failure to act and negative acts, and causation.

213 Law and Society (Economics 213, Political Science 213). 4.

Introduction to social jurisprudence; the judicial system; legal rights, wrongs, and remedies; contemporary issues; law as a decision-making process related to other disciplines. Partially fulfills social science requirement.

222 Sociology of Urban Life (Sociology 222). 4.

Urban ecology, processes, and social institutions; major problems generated by urbanization, including conflict, depersonalization, selective migration and segregation, and the quality of urban life; urban planning.

ADMINISTRATION OF JUSTICE

233 Criminology (Sociology 233). 4.

Survey of criminological theory and practice, the nature and cause of criminal offenses and offenders.

240 Research and Methodology. 4.

Introduction to analytical tools and techniques of the social sciences as applied to the administration of justice. Research and writing techniques using original source materials, secondary sources and field research. Summary of current literature in the field, new experimental programs and theoretical foundations of the criminal justice system.

290 Practicum in Administration of Justice. 4-12.

302 Legal Thought in Historical Perspective (Political Science 302).

4. An examination of Western legal thought, stressing the relationship between legal reasoning, legal doctrine, and the idea of justice. The development of Western legal

thought will be studied in its historical context, and its relevance to contemporary legal issues.

310 Organizational Development. 4.

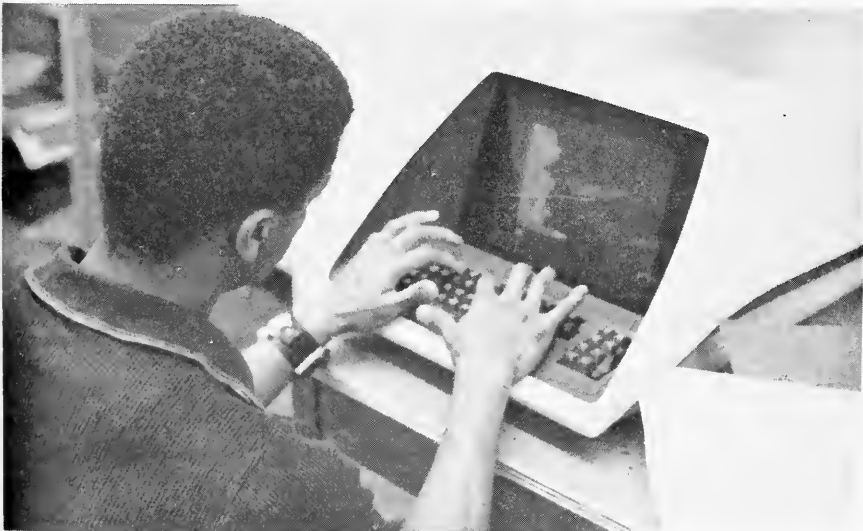
Study of the formal and informal nature of organizations, the organizational environment and the processes of communication, leadership, decision-making and principles of change.

318 Demography (Sociology 318). 4.

Theory, determinants, and consequences of population conditions; size and distribution; composition, vital processes, migration, and growth of population; emphasis upon problem aspects, especially excessive size and rates of growth.

335 Constitutional Law in the Political Process I (Political Science 335). 4.

Role of courts and judges in the policy-making process with emphasis on the relationships among the three branches of the national government and between the national government and the states.



ART

- 336 Constitutional Law in the Political Process II (Political Science 336). 4.** Role of courts and judges in the policy-making process with emphasis on rights protected against the national and state governments.
- 340 Principles of Public Administration. 4.** Principles and practices in policy-making, analysis, decision-making, leadership, communication and the management of public sector enterprise.
- 402 Advanced Problems: Police. 4.** Policing as a social activity; police institutions and processes viewed from historical and contemporary perspectives.
- 403 Advanced Problems: Corrections. 4.** In-depth examination of the concepts of punishment and deterrence, especially as they relate to the philosophy and practices of contemporary corrections.
- 404 Justice, Law and the Classics (Political Science 404). 4.** An analysis of the problems of justice and law raised in the classics of Western literature, philosophy, and theology.
- 420 Ethics and Corruption. 4.** Examination of the causes and consequences of corrupt and unethical behavior on the part of public officials and the long term consequences of such behavior on the quality of life and delivery of public services.
- 450 Special Topics. 4.** Exploration of an area or particular problem of interest not included in regular course offerings. May be offered at the 250 or 350 level.
- 460 Research Problems or Independent Study. 4-12.**
- 470 Senior Thesis.**
- 490 Departmental Honors.** See page 40

ART

The visual arts are an important part of our everyday life, and their study is an integral part of a liberal arts education. Recognizing this, the Guilford College art department seeks to develop an awareness and appreciation of art in the general student, as well as to prepare students for careers as professional artists or art teachers.

Art majors may concentrate in one of three areas: painting, graphics, or three-dimensional forms. A concentration in crafts may be arranged with the department chairperson, subject to the approval of the Dean of the Faculty. A major in art education is available through special arrangement with Greensboro College.

Two degrees in studio art are offered. The Bachelor of Arts is for students who prefer a major in art in addition to a broad liberal arts background. The Bachelor of Fine Arts, offered in conjunction with Greensboro College and Bennett College through the Greensboro Regional Consortium, is

designed for students primarily interested in becoming professional artists or in entering graduate school in studio art.

Twelve courses are required for the studio art major seeking an A.B. degree. Four foundation courses are required: Introduction to Visual Arts, Design I and II, and Drawing I. In addition, students take two courses and one independent studio course in their chosen concentration, two art history courses, two studio courses in areas other than their concentration, and one elective art course. A senior exhibition is also required.

Twenty-two courses are required for the B.F.A. degree, which emphasizes a more intense study of studio art. Six foundation courses are required: Introduction to Visual Arts; Artists, Materials, and Ideas; Design I and II; and Drawing I and II. Seven courses are required in the student's chosen concentration, two of them independent studios. Three art history courses are required. In addition, students concentrating in graphics or three dimensional forms take five studio art courses in areas other than their concentration, and students with a concentration in painting take four. A senior exhibition is required.

100 Introduction to Visual Arts. 3.

Overview of the principal visual arts, including their aesthetic qualities, structural forms, historical roles. Fulfills creative arts requirement.

101 Artists, Materials, and Ideas. 3.

Interaction between the creative process, the materials, and the art product. Selected artists studied. Fulfills creative arts requirement.

102 Design I. 3. Fundamentals of design in two-dimensional media, excluding color.

103 Design II. 3. Continuation of Design I, emphasis on color problems. Prerequisite: Art 102.

104 Basic Drawing I. 3. Basic principles of drawing in various media stressing the relationship of observation, materials, and methods to form.

105 Basic Drawing II. 3. Continuation of Drawing I, exploration of creative concepts of expression. Prerequisite: Art 104.

200 Painting I. 3. Fundamentals of painting; relationship of materials, techniques, and ideas to visual expression. Oil and acrylic media explored. Prerequisite: Art 104.

201 Painting II. 3. Continuation of Painting I, emphasizing integration of basic pictorial concepts and including the figure in total context. Prerequisite: Art 200.

204 Life Drawing I. 3. Figure drawing, stress on integration of formal, expressive, structural aspects of anatomy.

205 Life Drawing II. 3. Continuation of Life Drawing I, emphasizing composition and expression.

ART

- 213 Arts and Crafts for Elementary Teachers. 3.** Classroom practice in the presentation of art processes and the use of materials for elementary students, including a module on arts and crafts for exceptional children.
- 221 Graphics I. 3.** Printmaking processes of relief printing, including linoleum, woodblock, collography.
- 222 Graphics II. 3.** Serigraphic printmaking processes, including film, touche, and light sensitive techniques.
- 223 Graphics III. 3.** Intaglio printmaking processes, including etching on hard and soft ground techniques, aquatint, and drypoint.
- 224 Graphics IV. 3.** Lithographic stone printmaking processes, including pencil and touche techniques.
- 225 Graphics V. 3.** Advanced printmaking; exploration of techniques in selected printmaking media with emphasis on personal expression. Prerequisite: Art 221, 222, 223, or 224.
- 248 Introduction to Three-Dimensional Forms. 3.** Materials, techniques, and concepts of three-dimensional design.
- 251 Sculpture I. 3.** Techniques of modeling-in clay, wax, plaster; basic armature making and mold making.



- 252 Sculpture II. 3.** Introduction to the tools and techniques of subtractive sculpture in wood and stone.
- 253 Sculpture III. 3.** Construction processes in sculpture, including wood and metal.
- 270 Art History Survey I. 4.** The major stylistic periods of art from pre-history through the Middle Ages. Fulfills creative arts requirement.
- 271 Art History Survey II. 4.** Italian Renaissance through nineteenth-century European art. Fulfills creative arts requirement.
- 300 Painting III. 3.** Exploration of media in relation to form and personal expression. Individual critiques. Prerequisite: Art 201.
- 301 Painting IV. 3.** Formal and philosophical problems of painting; emphasis on individual direction. Individual and group critiques. Prerequisite: Art 300.
- 304 Murals. 3.** Exploration of large scale two-dimensional surfaces designed for public areas. Prerequisite: Art 201.
- 330 Photography I. 3.** Materials, equipment, and basic techniques in black and white still photography. Design in pictorial format stressed.
- 331 Photography II. 3.** Special techniques in photographic expression; technical and aesthetic possibilities of color.
- 336 Philosophy of Art (Philosophy 336). 4.** The character of aesthetic experience, the nature of aesthetic creativity and the aesthetic object, problems of standards of taste, and the relation of the artist to the community.
- 340 Ceramics I. 3.** Introduction to ceramic processes; hand building, throwing, glazing.
- 341 Ceramics II. 3.** Advanced ceramic techniques; sculptural forms, glaze preparation, kiln operation.
- 346 Art Methods in the Public Schools. 3.** Methods and materials for effective teaching of art at the elementary, junior and senior high school levels.
- 360 Fiber Design and Weaving. 3.** Basic and advanced weaving taught on primitive, table, and floor looms. Emphasis on technique and design.
- 362 Crafts Design. 3.** Creative design in selected craft media.
- 372 Renaissance Art History. 4.** Major artists and stylistic trends of fifteenth and sixteenth-century Italian and Northern Renaissance art. Fulfills creative arts requirement.
- 373 Modern Art History. 4.** Major artists and art movements from 1860 to the present. Fulfills creative arts requirement.
- 440 Oriental Art History. 4.** Early art influences in China and India through the first half of the twentieth century. Fulfills non-Western requirement.
- 441 American Art History. 4.** European, colonial, Afro-American, technological, and various contemporary influences on the visual arts in the United States. Fulfills creative arts requirements.
- 450 Special Topics.** Subjects of special interest not offered in regular course listings. Offered as student and faculty interest warrants.

BIOLOGY

454 Foundry. 3. Investing, pouring, and finishing metal castings.

477 New York Art Seminar. 1. A one-week seminar on the visual arts stressing dialogue with art and artists in New York City studios, museums, and galleries. The course is planned to acquaint students with the making and promotion of the visual arts.

480- Independent Studio I, II. Students choose the focus of this course.
481 A written statement of aims must be submitted to the department for approval within the first two weeks of the semester. Students are expected to work independently and

complete projects which demonstrate technical proficiency and originality of concept. Adviser conferences, mid-semester progress reviews, and final art staff critiques are required. Prerequisites: Advanced standing and consent of department chairperson.

483- Internship. Majors with advanced standing may petition the department to receive academic credit for internship experiences. Adviser conferences, mid-semester progress reviews, and final art staff critiques are required.

Fees are charged for all studio art courses. See page 68.

ASTRONOMY. See Physics.

BIOLOGY

The biology department has a vital concern for providing students with a good basic foundation in the biological sciences. The curriculum is designed so that all students take certain basic courses and then pursue more advanced courses suited to their own interests in the field. This flexibility enables students to prepare for graduate school; for medical, dental, and other professional schools; for teaching biology in secondary schools; or for careers in many different areas of biology. The faculty strives to keep informed about graduate schools and career opportunities open to those with a biology major.

A major in biology consists of eight courses (32 credits), including General Botany, General Zoology, and Cell Biology. Additional courses are chosen by the students in consultation with their advisers, in keeping with their career objectives. During their junior year, all students take for credit the Thesis Seminar. Students are required to take one year of mathematics (preferably calculus), one year of chemistry, and one year of physics as related fields for the biology major. A research thesis is expected.

In addition to the three basic biology courses listed above, students preparing for careers in secondary education should take Invertebrate Zoology, Comparative Vertebrate Anatomy or Vertebrate Zoology,

General Ecology or Ecosystems, Animal Physiology or Plant Physiology, and one course chosen from Field Botany, Nonvascular Plants, or Vascular Plants.

A combined degree program in medical technology and a cooperative program for physician's assistants are available. See page 32. Through an arrangement with Duke University School of Forestry and Environmental Studies, a degree completion program and a master's degree program in forestry are available. See page 31. Students who have completed an approved anesthesia program for nurses may continue their college work at Guilford, applying many credits previously earned toward a Bachelor of Science degree in biology. See page 35.

Many biology courses involve field work and off-campus field trips. Students have expanded study and research opportunities at the North Carolina coast, in the mountains, and in adjacent states. Furthermore, Guilford students can perform research at the Belews Lake Biological Station, which is shared with area colleges and universities.

There are opportunities for student participation in independent studies and internships. For example, a student interested in studying dentistry may spend a semester working with and studying under a practicing dentist. Internships are arranged through consultation with the director of experiential learning and career development, the adviser, and the department chairperson. See page 40.

114 General Zoology. 4. Introductory study of the biology of selected vertebrates and invertebrates including basic concepts of morphology, anatomy, physiology, ecology, taxonomy, and evolution. Fulfills laboratory science requirement.

115 General Botany. 4. Introductory study of the plant kingdom including morphology, anatomy, physiology, ecology, and evolution. Fulfills laboratory science requirement.

204 History of Medicine in America. 4. Pre-scientific roots of American medicine; the evolution of scientific medicine and its impact upon medical education, the organization

of the medical profession, public attitudes toward medicine; problems in health care delivery and medical ethics. Laboratory exercises focus upon the development of the technology and instrumentation of medicine and their influence upon scientific knowledge. Field study at Duke University Medical Center examines contemporary applications.

211 Genetics and Man. 4. Study of genetics and evolutionary thought with special emphasis on their implications for human society. Evolution, the cell as a unit of life, the principles of heredity, population genetics, and human inheritance. Not applicable to biology major. Fulfills non-laboratory science requirement.

BIOLOGY

- 212 Ecosystems. 4.** Structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth and regulation, and community organization and dynamics. Particular emphasis on the relation of man to the ecosphere. Not applicable to biology major. Fulfills non-laboratory science requirement.
- 213 Cell Biology. 4.** Microscopic structure of cells and cell organelles; biochemical components and functions of cell organelles as related to morphology; growth and division processes of cells with particular emphasis on morphological characteristics and biochemical changes during growth and development. Laboratory techniques such as centrifugation and isolation and characterization of cell organelles utilized. Prerequisites: Biology 114, Chemistry 112.
- 221 Comparative Vertebrate Anatomy. 4.** Brief survey of the main classes of vertebrates; detailed comparative study of vertebrate anatomy; detailed laboratory study of the shark, necturus, and cat.
- 222 Comparative Vertebrate Embryology. 4.** Detailed treatment of the processes of germ cell development, fertilization, and cleavage; comparative study of the development of the frog, chick, pig, and man.
- 224 Field Botany. 4.** Taxonomic study of vascular plants involving classification, collection, and identification in the field and laboratory.
- 245 Introduction to Forensic Science. 4.** An in-depth study of the application of the biological, chemical, and physical sciences to the investigation of the criminal activity. The student will acquire a firm understanding of the basis of the various tests used in criminal investigations, and of the applicability and usefulness of these tests. Not applicable to biology major. Fulfills laboratory science requirement.



- 300 Thesis Seminar. 1.**
- Laboratory work includes field studies of the major groups of North Carolina vertebrates.
- 325 Nonvascular Plants. 4.** Advanced study of nonvascular plants with emphasis on the morphology, anatomy, and phylogeny of algae, fungi, and bryophytes.
- 326 Vascular Plants. 4.** Advanced study of the vascular plants with emphasis on their morphology, anatomy, and phylogeny.
- 331 Animal Physiology. 4.** The various physiological processes characteristic of living organisms; the functioning of the individual organ systems with emphasis on the interrelationships between organ systems and the functioning of the organ systems in the maintenance of homeostasis; selected topics in comparative vertebrate physiology. Laboratory examination of the characteristics of muscles, the electrical properties of nerve conduction, reflex function, blood and its circulation, respiration, kidney function, and somesthetic sensations.
- 332 Invertebrate Zoology. 4.** Advanced study of the phyla of invertebrates with emphasis on the taxonomy, physiology, and ecology of the several groups.
- 333 Microbiology. 4.** Structure, classification, nutrition, and biochemistry of micro-organisms; microbiological causes and treatments of various disease conditions, bacterial genetics, sporulation, and the processes of viral infection. Prerequisites: Biology 213, Chemistry 112.
- 335 Vertebrate Zoology. 4.** Advanced study of vertebrates, emphasizing the morphology, taxonomy, ecology, and behavior of representative species.
- 337 Plant Physiology. 4.** Advanced study of physiological processes of plants with particular emphasis on vascular plants.
- 340 Psychobiology (Psychology 340). 4.** Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Laboratory work. Prerequisite: two prior courses in biology and/or psychology.
- 341- Human Anatomy and Physiology. 4, 4.** Detailed study of the human body including a study of all organ systems, the interrelationships between structure and function, the effects of exercise, and the characteristics of a variety of disease conditions. Laboratory study of the anatomy of the body using the cat primarily and selected experiments in circulatory, nerve, muscle and exercise physiology with emphasis on the physiological responses of the human body. Designed to meet the special needs of the physical education major; open to other students by departmental approval. Offered alternate years. Prerequisite: Biology 114.
- 343 Sensory Systems (Psychology 343). 4.** Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus, and measurements of sensory abilities. Laboratory work. Prerequisite: two prior courses in biology and/or psychology.

CHEMISTRY

434 Biochemistry (Biology 434). 4.

The chemical structure and physiological function of the biochemical building blocks of living organisms; correlation of structure and function of proteins, carbohydrates, lipids, and nucleic acids in cells; particular emphasis on the mechanisms of synthesis of proteins and nucleic acids.

Prerequisites: Biology 213 and Chemistry 324.

438 General Ecology. 4. Principles of ecology; laboratory and field work emphasizing animals but including factors governing the distribution of both plants and animals.

443 Genetics. 4. Study of Mendelian and non-Mendelian genetics; the chemical structure of the gene;

population genetics and evolution; animal and human materials studied in the laboratory.

445 Marine Science. 4. Principles of oceanography and problems of marine biology. A ten-day field trip to a marine biology station included in course. Open only to majors with departmental approval.
Prerequisite: Biology 332.

450 Special Topics. 4.

460 Independent Study.

470 Senior Thesis. Individual experience in the research techniques of biology; writing of a professional paper.

490 Departmental Honors. See page 40.

CHEMISTRY

The chemistry department seeks to serve many types of students. It endeavors to give all students an insight into the chemist's activity and role in society; to equip majors with the tools needed for graduate work, teaching or industry; and to provide those going into allied science and health fields the requisite chemical skills and understanding.

A major in chemistry requires Chemical Principles I and II, Chemical Analysis, Metals and Metal Complexes, two semesters of Organic Chemistry, Thermodynamics, Senior Seminar, and one advanced course (Nuclear Chemistry, Chemical Bonding, Biochemistry, or certain courses offered at the University of North Carolina at Greensboro). Majors are encouraged to carry out an independent study project sometime during the last two years and to participate in or observe industrial chemistry. Two mathematics courses, including Calculus I, and two physics courses are taken by the chemistry major. Additional courses should be taken in these fields as well as in chemistry if the student's plans include graduate study. Languages most useful for chemistry are German, Russian, French, Japanese, and Chinese.

The department offers courses in aspects of the history of science and technology to satisfy the growing interest of both science majors and non-scientists.

To recognize superior work in chemistry, the department offers an annual prize to the ablest freshman taking chemistry, and the Ljung scholarship to a chemistry major. In addition it selects its best senior to be given the Outstanding Student Award of the North Carolina Institute of Chemists. The Harvey Ljung Chemistry Lecture is delivered by a nationally recognized chemist.

- 111 Chemical Principles I. 4.** Basic principles of chemistry, periodicity, bonding and energy relations. Fulfills laboratory science requirement.
- 112 Chemical Principles II. 4.** Molecular and ionic equilibria, kinetics and mechanisms, introduction to organic and biochemical systems.
Prerequisite: Chemistry 111. Fulfills laboratory science requirement.
- 220 Nuclear Chemistry. 4.** Radioisotopes, modern techniques of analysis, instrumentation and applications of nuclear chemistry. Prerequisite: Chemistry 112.
- 221 Chemical Analysis. 4.** Quantitative analytical separations and analysis, volumetric and instrumental techniques as applied to environmental studies. Prerequisite: Chemistry 112.
- 222 Metals and Metal Complexes. 4.** The metallic state, metal complexes, stereochemistry, elementary crystallography and spectroscopy. The laboratory centers on metal complexes, their synthesis, structure, properties and analysis. Prerequisite: Chemistry 221.
- 323 Organic Chemistry I, II. 4, 4.**
- 324 Chemistry of carbon compounds,** preparation, sources, uses, and laboratory techniques, including polarimetry, IR, NMR, and gas chromatography. Prerequisite: Chemistry 112.
- 331 Thermodynamics. 4.** Classical and statistical thermodynamics, ideal and real gases, liquids and solutions, phases, theories of solutions and equilibrium. Prerequisites: Chemistry 221, two semesters of physics, and at least one semester of calculus.
- 332 Chemical Bonding. 4.** Bonding, quantum mechanics, spectroscopy. Prerequisite: Chemistry 331.
- 335 History of Science. 4.** The development of certain major scientific concepts such as atomism, evolution, and cosmology, from ancient times to the present. Emphasis on the interrelationship between scientific ideas and the technical knowledge, philosophical presuppositions, and religious beliefs current in the same period. Contrasts between Eastern and Western approaches to science. Prerequisites: sophomore standing, one term history, one term science. Approved to fulfill non-laboratory science requirement and IDS 401.
- 400 Senior Seminar. 2-4.**
- 434 Biochemistry (Biology 434). 4.** The chemical structure and physiological function of the biochemical building blocks of living organisms; correlation of structure and function of proteins, carbo-

CLASSICS

hydrates, lipids, and nucleic acids in cells; particular emphasis on the mechanisms of synthesis of proteins and nucleic acids.

Prerequisites: Biology 213 and Chemistry 324.

courses: History of Technology, The Computer.

460 Independent Study. 2-4.

Recent topics include Soil Chemistry, Drug Analysis, Copper in Water.

450 Special Topics. 2-4. Recent

Departmental Honors. See page 40.

CLASSICS

The purpose of the classics program is to involve students in a multilevel study of the languages, literature, history, and culture of the classical world, from which they may evolve a fuller awareness of their historical and humanistic heritage. The interdisciplinary nature of classical studies should contribute to the students' perception of the interrelatedness of various fields of knowledge and activity in the modern world.

301 Classical Literature in Translation.

4. Masterpieces from Greek and Roman literature; their relationship to the history and thought of the ancient world. Partially fulfills humanities requirement.

achievements of the fifth century. Fulfills history requirement.

302 Classical Mythology. 4. Greek mythology from its primitive origins; its role in the literature, life, and thought of the ancient world; discussion of mythological theories in relation to the various disciplines. Partially fulfills humanities requirement.

312 Roman History. 4. Roman civilization from its origins in Italy through the age of Constantine; the constitutional development of the republic and the empire. Fulfills history requirement.

311 Greek History. 4. Greek civilization from its origins in the Minoan-Mycenean period through the death of Alexander; conflicts and

450 Special Topics. 4. Recent courses include Pacifism in Greek and Twentieth Century Drama, Paideia and the Playwright, The Image of Woman in the Classical World.

460 Independent Study. Recent topics include Medieval Latin, Greek Drama, Greek Lyric Poetry.

CLASSICAL LANGUAGES: Course offerings in classical languages enable the student to fulfill the foreign language requirement through the study of either Greek or Latin 201.

GREEK

100 Elementary Greek. 4. Introduction to Attic Greek based on fifth century authors; sight reading in the New Testament.

201 Intermediate Greek. 4. Further study of classical prose and poetry or readings in the New Testament, according to individual interests. Fulfills foreign language requirement.

DRAMA AND SPEECH

LATIN

100 Elementary Latin. 4. Introduction to Ciceronian Latin based on the original texts; sight reading in medieval Latin.

201 Intermediate Latin. 4. Further study of classical prose and poetry; readings in medieval Latin. Fulfills foreign language requirement.

COMPARATIVE ARTS. See page 39.

DRAMA AND SPEECH

The major in drama and speech is designed to give students a sound background in the development of drama as an art form; to deepen their appreciation of its excellence as literature; to give them the technical knowledge necessary to select, stage, and direct plays; and to provide opportunities for personal development through individual and group performance.

A major requires a minimum of eight courses (32 credits), including Development of the Drama, Modern Drama, and one other course in dramatic literature, either Fundamentals of Acting or Fundamentals of Directing, either Play Production or Theater Craft, and the Theater Practice I, II, III, and IV sequence. Other major courses are elective within the department through counseling, according to the student's interest. Special projects and thesis productions are encouraged.

Although involvement in departmental productions is not limited to drama students, participation is required of majors to gain practical experience in performance, design, construction, and management. Stage facilities are available in Sternberger Auditorium as well as Dana Auditorium.

With departmental approval, credit toward the major may be earned in summer theater projects.

DRAMA

205 Fundamentals of Acting. 4. Basic acting techniques; diction, projection, and body movement; character analysis and characterization; consideration of historical styles; studio and public performance. Fulfills creative arts requirement.

206 Fundamentals of Directing. 4. Role of the director as creative interpreter in staging, blocking, timing, character building, and dramatic focus; practical investigation of historical and contemporary styles; student direction of scenes and short plays for studio and public performance. Fulfills creative arts requirement.

DRAMA AND SPEECH

- 207 Play Production. 4.** Practical survey of all aspects of theatrical production; consideration of problems in scenery, lighting, costuming, make-up, publicity, box office, and house management; practical experience through work on college productions. Minimum of 24 hours of laboratory work required.
- 208 Theater Craft. 4.** Theoretical and practical aspects of set design and technical theater; stage carpentry, scene painting, electricity and lighting. Term project and a minimum of 24 hours of laboratory work required. Prerequisite: Drama 207 or consent of instructor.
- 210 Introduction to the Theater. 4.** Survey of the theatrical arts. An historical approach through the present and a study of modern practitioners. Designed to enhance appreciation of theater as an art form. Fulfills creative arts requirement.
- 221 Theater Practice I. Stage Management. 1.** Practical and theoretical work in stage management. Stage manage major and minor productions. Final report.
- 222 Theater Practice II. Theater Management. 1.** Practical work and study in theater management. Manage box office for major and minor productions. Final report.
- 223 Theater Practice III. Property Management. 1.** Study and practice in design, collection, and construction of stage properties. Manage properties for semester production. Final report or design project.
- 224 Theater Practice IV. Theater Publicity. 1.** Practical work and study in theater publicity. Design and execute publicity for semester production. Final report.
- 280 Shakespearean Drama (English 280). 4.** Concentrates on drama, but may include nondramatic works and plays by contemporaries. Approach and works covered vary from year to year. Partially fulfills humanities requirement.
- 300 Asian Drama. 4.** Comparative study of stage conventions, theater history, and dramatic literature of Japan, China, India, and other Asian areas; theater as an expression of historical and cultural influences, comparison with Western conventions. Fulfills non-Western requirement.
- 307 Development of Drama. 4.** Classical drama of Greece, Spain, France, Germany, and Russia; social and intellectual background; history of the Western theater; structural and thematic analysis.



308 Modern Drama. 4. Modern European and American drama from Ibsen to the present; history of the modern theater; social, psychological and philosophical influences on contemporary theater.

450 Special Topics. 4. Recent courses include Advanced Acting, Improvisation, Mime, Make-up. May also be offered at the 250 or 350 level.

460 Independent Study. Independent research or directed study for exceptional students during their junior and senior years in areas such as publicity, stage lighting, stage design. Only one independent study course is acceptable as a part of the major requirements.

470 Senior Thesis. 4.

490 Departmental Honors. See page 40.

SPEECH

100 Public Speaking. 4. Intensive practice in techniques of effective public address; researching and composition of speeches; individual speech problems. Minimum of eight speeches required. Not applicable to drama major.

200 Oral Interpretation. 4. Study and practice of techniques of reading poetry and prose aloud; literary analysis and characterization; preparation of solo program; studio and public performance.

ECONOMICS

"The purpose of studying economics is not to acquire a set of ready-made answers to economic questions, but to learn how to avoid being deceived by economists."

Joan Robinson

No one can claim to be a truly educated person or well-informed citizen without some knowledge and understanding of economic forces in our society. The economics program is designed to make a unique contribution to the student's liberal arts education. By offering both scientific analysis and historical perspective, the department seeks to deepen the student's understanding of the complex economic forces at work in society; for example, those economic factors influencing the behavior of the consumer, the business firm, and the policies of the government.

In our society every individual must make many decisions which are economic in nature. Economic problems and policies have an extensive and continuous impact on our lives. Economic growth, inequality, inflation, pollution, energy, population, and other issues shape our world and therefore our lives.

The program is designed both for students who wish to learn economics for personal satisfaction and for those who wish to prepare for graduate

ECONOMICS

study in economics or to pursue a career in related professions such as law, business, or government.

Eight courses (32 credits) are required for a major in economics, which must include Principles; Statistics; Micro-Analysis; Macro-Analysis; and three additional junior-senior level courses, two of which must be selected as follows: at least one from Comparative Economic Systems, International Economics, or Special Topics, and at least one from Public Finance, Government and Economic Policy, and Labor Economics.

Law and Society and Consumer Economics apply to the social science requirement but not to the major in economics. Economics 215 (but not Management 215) gives credit toward the economics major. (Credit toward graduation cannot be awarded for both Economics 215 and Management 215). It is highly recommended that students planning graduate study in economics should elect related-field courses in algebra, calculus, and computer science.

100 Consumer Economics. 4. Appraisal of consumer problems in the intelligent choice and use of commodities and services, and how consumer interests can be better protected and promoted. Partially fulfills social science requirement.

200 Economic and Social Development. 4. Economic, political and social determinants of economic development; relations between the industrialized nations and the underdeveloped countries. A non-technical course with an interdisciplinary approach. Fulfills non-Western requirement.

213 Law and Society (Administration of Justice 213, Political Science 213). 4. Introduction to social jurisprudence; the judicial system; legal rights, wrongs, and remedies; contemporary issues; law as a decision-making process related to other disciplines. Partially fulfills social science requirement.

215 Law and Economics — Business Law (Management 215). 4. The legal

basis for the efficient functioning of the economic system; economic changes reflected in the legal system; the relationship between economics and business law, including selected topics in contracts, agency, sales, property, and wills.

221 Economic Principles: Macro (Management 221). 4. Introduction to elementary macroeconomics and related problems and policies including national output, economic growth, economic stability, full employment, and monetary and fiscal applications. Partially fulfills social science requirement.

222 Economic Principles: Micro. 4. Introduction to elementary microeconomics and related problems and policies including resource allocation and income distribution in a market economy, monopoly, trade, and comparative systems.

234 Statistical Methods (Management 234). 4. Statistical methods for the solution of management problems

including frequency distribution, correlation and regression, time series analysis, index numbers, probability, and statistical inference.

321 Microeconomic Analysis. 4.

Intermediate-level approach to the theory of consumer behavior, the theory of the firm and market organization, the theory of distribution and general equilibrium. Prerequisites: Economics 221, 222.

322 Macroeconomic Analysis. 4.

Intermediate-level approach to aggregate income and employment, including Keynesian and classical systems of thought, fiscal and monetary policy, economic growth, and inflation. Prerequisites: Economics 221, 222.

335 Comparative Economic Systems.

4. Nature of economic systems; comparison of traditional, capitalist, socialist, communist, and fascist approaches to the organization of economic activity, including historical and analytical material. Prerequisites: Economics 221, 222. Fulfills non-Western requirement.

342 Public Finance and Fiscal Policy.

4. Taxation theory, principles, and applications; national, state, and local finance; cost-benefit analysis; public revenues, expenditures, and debt as instruments of fiscal and social policy. Prerequisites: Economics 221 and 222, or permission of instructor.

432 International Economics. 4.

Theory, problems, and policies in international trade; balance of payments problems; impact of international economic differences on underdeveloped nations; systemic approach to international economic relations. Prerequisites: Economics 221 and 222; or consent of instructor.

440 Government and Economic Policy.

4. Role of government in economic policy and administrative techniques for promoting social objectives; selected problems in economic control, legal regulation, and social welfare. Prerequisites: Economics 221, 222.

441 Labor Economics. 4.

Origin and development of the labor movement and collective bargaining; evolution of public policy in labor relations; analysis of labor markets and relevant legislation. Prerequisites: Economics 221 and 222, or permission of instructor.

450 Special Topics. 4.

Subjects of special interest to students and instructors, such as History of Economic Thought, Econometrics (mathematical techniques in economic analysis more advanced than the requirement in Statistical Methods), or courses offered in off-campus seminars or in overseas programs, not included in regular departmental offerings.

460 Independent Study.

Independent research or directed study on a topic of interest to the student. By departmental approval.

470 Senior Thesis.

Research and writing of a professional paper. Credit up to 4 hours depending on quality and length of the paper; generally, 1 credit would be earned for an acceptable 25-page paper.

490 Departmental Honors.

See page 40. Directed study and research culminating in the writing of a professional paper.

EDUCATION

EDUCATION

Involvement is the cornerstone of the teacher education program at Guilford College. Education majors begin working with students as soon as they enter the program, putting to practical use the theoretical teaching skills learned in the college classroom. As the students teach, their own college class experiences provide a continual atmosphere for understanding, integration, and applying their field experiences.

The three areas in which students may take course work leading to a degree or to certification are:

Early Childhood Education: Kindergarten - Grade 3. Students in this area are strongly encouraged to concentrate their elective courses in a field of specialization such as social services, reading, children with special learning needs, day care management, science, or creative arts.

Intermediate Education: Grades 4-9. Areas of concentration include English/ language arts, social science, mathematics, science, physical education, and earth science.

Secondary Education: Grades 10-12. Areas of concentration include English, mathematics, biology, social science, physical education, Spanish, and earth science.

Within the Greensboro Regional Consortium certification in French, music, art, speech and drama, and special education are also available. Associate Professor Pat Daniel is the adviser and director of special education programs. Students who wish to major in psychology or sociology may also be certified in early childhood education.

Special activities available include seminars in teaching which stress direct involvement of students in a variety of teaching situations and can also be used as an introduction to education; internships, described on page 40; off-campus seminars, described on page 41; and the Association for Creative Education, which students interested in education are encouraged to join and which they may use as a focal point for special events.

Admission to the teacher education program must be requested while the student is enrolled in a beginning course in education. Acceptance is based on grade point average, recommendations, and other pertinent criteria. Enrollment in advanced courses is not permitted before admission to the program, and enrollment in the college does not guarantee acceptance in the teacher education program.

Application for student teaching must be made by March 1 of the junior year and must be supported by the department in which the student is majoring. A tuberculin skin test is required by the State Department before the student actually begins teaching.

Students interested in teaching must take Education in America, Child and Adolescent Psychology, Educational Psychology, a course in mathematics or logic (in elementary education particular courses are required), work in the teaching of reading, and student teaching. Potential elementary teachers must have enrolled in at least three semesters of Seminar in Teaching and potential secondary teachers in one semester before student teaching, or show equivalent experience.

Specific course requirements for the programs are explained in brochures that may be obtained from the education department.

221 Education in America. 4.

Introduction to the study of American education including philosophical, historical, sociological foundations; the role of federal, state, and local governments in education; financing education; research in teacher education and certification; contemporary issues in education.

and social studies; exploration of content and instructional strategies through practical experiences in the classroom.

322 Mathematics and Science in the Elementary School. 4.

Evaluation of current objectives, content, methods and materials for teaching mathematics and science. Development of sequential learning experiences, problem solving techniques, and instructional strategies through practical experience in the classroom.

236 Philosophy of Education

(Philosophy 236). 4. Research and discussion of educational philosophies found in the works of Plato, Aristotle, Dewey, Piaget, Sartre, and others.

291 Sociology of Education. 4.

Emphasis on the interaction of family, school, and community on the school child; influences of race and class considered.

345 Physical Education for the Elementary School. 4.

Study of methods and materials for effective teaching of health and movement activities, and practical school experience.

320 Creative Arts in the Elementary

School. 4. Development of creative experiences for young children with an emphasis in art, music, and movement.

360 Seminar in Teaching. 1.

Direct involvement of students in a variety of teaching situations; teaching strategies and individual research related to off-campus experiences discussed in seminars and individual conferences. Pass/fail grading.

321 Language Arts and Social Studies in the Elementary School. 4.

Comparison of current methods and materials in teaching language arts

ENGLISH

- 366 Diagnostic and Prescriptive Teaching of Reading. 4.** Principles and practices of a balanced program in reading, with emphasis on fundamentals of reading, word recognition, comprehension, rate, study skills; stress on diagnostic and prescriptive techniques with children.
- 367 Reading in the Secondary School. 4.** In depth study of reading skills in content areas with emphasis on study skills; reading methods, materials and strategies; diagnostic and prescriptive techniques used in working with students.
- 386 Materials and Methods in the Elementary School. 4.** Integrated with student teaching (Education 400). Emphasis on appropriate materials and methods for K-3 level (Education 386K) and for 4-9 level (Education 386I).
- 388 Materials and Methods in the Secondary School. 4.** Organization of teaching material; techniques of instruction; classroom organization and management.
- 391 Early Childhood Education. 4.** Consideration of philosophies and principles related to early childhood education; teaching strategies, materials and methods for personalizing instruction in a child-centered environment.
- 400 Observation and Directed Teaching. 8.** Observation and directed teaching in the area in which certification is desired, supervised by the public school's cooperating teacher and college personnel. Prerequisite: senior standing and completion of most courses in one's major. Pass/fail grading.
- 450 Special Topics. 4.** Exploration of an area of particular interest not covered by regular departmental offerings. Recent topics include Communication Skills in Deaf Education and Processes in Education.
- 460 Independent Study and Research.** Some recent topics are Education of the Disadvantaged and Special Project in Reading.

ELEMENTARY EDUCATION. See Education

ENGINEERING. See Page 33.

ENGLISH

The English department is primarily concerned with making the study of literature a process by which students and faculty working together can better understand the continuing attempts of men and women to evolve literary forms by which they can define the human condition. Such a study focuses on the artist as a creator of unique forms and as a spokesman for and critic of society's most serious concerns: religious, philosophical, moral, psychological, and political. The study of literature so conceived is, therefore, a proper core of studies for students interested in a humanistic, liberal arts education. The faculty is as concerned for

students who want a significant, liberal arts education as it is for those students who have professional interests in literature.

Eight courses above 150 and 200 are required for an English major. Majors entering in 1978 are required to take three semesters of literature survey, two in British and one in American. Assisted by departmental advisers, majors select the other five courses in accord with a plan suiting their interests, needs, and long-range goals.

The courses numbered 224-370 are taught at least once every four semesters. Another more flexible group of offerings is provided under 450 (Special Topics), a program that responds to changing faculty and student literary interests. An Independent Study course or Senior Thesis may provide the culminating experience for the senior major.

The department normally limits students to one Independent Study project among the eight courses in the major and recommends that it not be undertaken until at least late in the junior year. Majors may engage in additional independent study on an elective basis, and occasionally the one-course limitation is waived.

Related field courses may be taken in one or several disciplines. Students interested in pre-professional study often take a double major in literature and another discipline. Creative writing courses, while offered through the English department, are considered related field courses. The offerings in creative writing are limited, but students with serious professional interests may develop more comprehensive programs through independent study and consortium programs.

Students interested in teaching qualify for a secondary school certificate through courses in education and psychology.

English majors who show exceptional ability are encouraged to work for departmental honors in their senior year. Besides general college requirements, described on page 23, the English department expects the student to produce a significant critical paper, or series of related critical papers, on a major literary topic, and to pass an oral examination related to this topic. Students work for departmental honors in Independent Study courses or a Senior Thesis, or both.

The Leora Sherrill O'Callaghan Scholarship is given annually to a rising senior who has excelled in English.

ENGLISH

- 106 Developmental Reading. 1.** Emphasis on vocabulary development, study skills, effective comprehension and interpretation; methodology of skimming and analytical reading. Pass/fail grading.
- 110 Basic Composition. 4.** Practice in writing paragraphs and short papers through analysis of sentence structure and paragraph construction; readings coordinated with writing assignments. Specific writing problems handled in individual conferences and class discussions.
- 150 Intermediate Composition and Literature. 4.** Discussion and practice in problems of composition at intermediate levels; varied readings in literature; analytical and critical essays; discussion of literature to help develop the student's sensitivity to and understanding of language, literary art, and the broad humanistic concerns that literature raises. Required of all freshmen not placing in 200.
- 200 Advanced Composition and Literature. 4.** Special techniques in essay writing at the sophomore level; readings and discussion of literature focusing on the questions of literary language, form, and meaning; writing assignments emphasizing critical and analytical responses to literary works studied. Required of all sophomores. See page 64 for exemption or substitution of advanced courses. This course must be completed by the beginning of the fifth semester in college.
- 210 Creative Writing. 4.** A writing workshop course; student work criticized in class and in individual conferences; class discussions of short stories, poetry, drama, and general literary principles. Usually alternates between a concentration on poetry and on prose fiction. Fulfills creative arts requirement. Further work in creative writing possible through independent study.
- 222 African Literature. 4.** The course begins with some study of geography, climate and cultural history; the body of the course involves reading contemporary African writers whose works are arranged to present the evolving development of Africa from pre-colonial to current situations. Fulfills non-Western requirement; with prior permission and some adjustments may apply toward English major.
- 224 American Literature Survey. 4.** The American mind in literature from the Puritans to the present. Required of English majors. Partially fulfills humanities requirement.
- 233 British Literature I. 4.** General consideration of the most important periods from the age of Chaucer through the eighteenth century; intensive study of representative works. Required of English majors. Partially fulfills humanities requirement.
- 234 British Literature II. 4.** Intensive study of major literary figures and changing forms from the romantic period to the present. Required of English majors. Partially fulfills humanities requirement. Prerequisite: English 233 recommended.
- 240 Development of the Novel. 4.** The novel from its origins in the eighteenth century to the present.
- 245 Southern Literature. 4.** Readings in themes of Southern American literature, emphasizing the Southern literary renaissance, but turning

attention also upon some of the historical and social backgrounds of that flowering.

255 The Russian Novel. 4. Reading in the great novels of the thaw. Gogol, Turgenev, Dostoevsky, Tolstoy and others. Partially fulfills humanities requirement.

280 Shakespeare (Drama 280). 4. Concentrates on drama, but may include non-dramatic works, and plays by contemporaries. Approach and works covered vary from year to year. Partially fulfills humanities requirement.

300 Modern Poetry. 4. British and American poetry since 1900; forms, techniques, themes; intensive analysis of the work of earlier poets such as Yeats, Eliot, Frost, and Stevens, and of more recent poets such as Levertov.

301 Modern Fiction. 4. Significant twentieth-century works, mainly British and American; such writers as Lawrence, Forster, Joyce, Faulkner, or more contemporary figures such as Durrell, Grass, Bellow, Barth, according to the interests of students and instructor.

305 American Romanticism. 4. Literary study focusing on such major figures as Emerson, Thoreau, Poe, Hawthorne, Melville, and Whitman.

310 Victorian Literature. 4. Questions, doubts, and problems of emerging modern society as seen through examination of major writers including Tennyson, Browning, Arnold, Rossetti, Dickens, Eliot, Thackeray, and Hardy.

315 Realism in American Literature. 4. Study focusing on such figures as

Dickinson, Twain, James, Howells, Crane, and Dreiser.

320 British Romantic Literature. 4. Romanticism, its development, intellectual concerns, and literary forms, as seen in the writings of authors such as Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

330 Neo-Classicism. 4. Study of the major social and moral concerns of the Restoration and eighteenth century and of the major literary forms (satire, formal ode, comedy of manners, realistic novel, periodical essay), as seen in the writings of Dryden, Defoe, Swift, Pope, Sheridan, Fielding, Johnson, and others.

340 Milton and His Age. 4. Major poetry and prose of John Milton and work of some of his contemporaries, considered in relationship to the history and thought of the seventeenth century.



FOREIGN LANGUAGES

- 360 Renaissance Literature. 4.** Major themes and forms of Renaissance prose, poetry, and drama, as exemplified in Spenser, Sidney, Shakespeare, Donne, Marlowe, and others.
- 370 Chaucer and His Age. 4.** The *Canterbury Tales*, selections from Chaucer's other works, and additional writings of the late Middle Ages.
- 381 Children's Literature. 4.** Introduction to the classics of children's literature and their uses in the elementary school; extensive reading, reports, and the writing of stories and poetry for children. Required for special education and elementary education majors. Generally taught alternate years.
- 450 Special Topics. 4.** Designed for specialized interests of students and instructors or for standard subjects not listed in the catalog; occasionally inter-departmental and team-taught. Recent titles include Milton and Plato, The Literature of War, Faulkner, Modern Poetry and Religion, Dickens, Medieval and Renaissance Romance, and Form and Idea in Drama.
- 460 Independent Study.** Credit variable. Topic, scope and conditions to be worked out prior to registration between instructor and student; considered only where serious interests are involved. Work may apply toward departmental honors if prior arrangement is made by student.
- 470 Senior Thesis:** Credit variable. Work may apply toward departmental honors if prior arrangement is made by student.

ENVIRONMENTAL STUDIES. See page 36.

ESPERANTO. See Foreign Languages.

FORESTRY. See page 31.

FOREIGN LANGUAGES

The Quaker heritage of Guilford College means that we have always been interested in the universality of mankind, without regard to national origin or native tongue. This has led to an unbroken interest in language as an instrument of international and intercultural understanding. Without exception, our language faculty have resided in countries other than the United States at some time and bring to their classes a live knowledge of the cultures with which they deal. An increasing number of our students participate in the Guilford Summer School Programs Abroad and bring back to the campus the perspectives of people in other countries.

Entering students may take a placement test to determine their level in a previously studied language. Students who place in a 100 level course and students who wish to begin the study of a new language must take

FOREIGN LANGUAGES

both the 100 and 201 level courses to meet the foreign language requirement. Students who place in a 201 level course meet the foreign language requirement with that course. Students who place above the 201 level may take upper level courses according to their placement scores, although the foreign language requirement will have been met with their placement scores.

Students may elect to continue the language they studied in high school or begin a new language, choosing from French, German, Greek, Latin, Russian, Spanish, or Esperanto. Italian is available through the regional consortium, and a student may petition to have other languages accepted to meet the foreign language requirement. Full college credit is awarded for all beginning language courses.

The department offers majors in French and Spanish. A major consists of eight courses (32 credits) above the intermediate course. Students majoring in one foreign language must take at least two courses in another foreign language. All majors are strongly encouraged to have some experience abroad, such as participating in the Guilford Summer School Programs Abroad in France, Germany, Latin America, or Spain before graduating. Additional foreign language courses are available through the Greensboro Regional Consortium. A major in German is available in cooperation with the University of North Carolina at Greensboro.

Appropriate courses in history, English, philosophy, sociology, and the arts are recommended as related subjects. Students preparing to teach French or Spanish in the secondary schools of North Carolina must meet the requirements for certification set by the education department in addition to the 32 credits required for the language major.

FRENCH

100 Elementary French. 4. Introduction to understanding, speaking, reading, and writing French. Laboratory required.

201 Intermediate French I. 4. Grammar review, selected readings, and conversation with emphasis on pronunciation. Laboratory required. Fulfills foreign language requirement.

202 Intermediate French II. 4. Selected readings in French literature and further development of conversational skill. Laboratory required.

211 Survey of French Literature. 4.

Survey of the major French writers from the Middle Ages to the present. Partially fulfills humanities requirement.

221 French Civilization. 4. Studies in the background of French life and culture, outstanding contributions of France to world civilization.

333- French Conversation and

334 Composition. 4,4. Thorough study of French grammar and the elements of phonetics; intensive practice in original composition and topical conversation. Laboratory required.

FOREIGN LANGUAGES

- 400 Seminar (German 400, Spanish 400).**
1. Reading and discussion of current periodical literature and of papers prepared by members of the seminar.
- 442 Seventeenth-Century French Literature. 4.** La Fontaine, Boileau, Madame de Sévigné, and other writers; plays by Racine. Partially fulfills humanities requirement.
- 445 Eighteenth-Century French Literature. 4.** French literature of the Age of Enlightenment, with emphasis on Montesquieu, Voltaire, Rousseau, and Diderot. Partially fulfills humanities requirement.
- 446 Nineteenth-Century French Literature. 4.** Representative writers of the period with emphasis on the theater, poetry, and the short story. Partially fulfills humanities requirement.
- 447 Twentieth-Century French Literature. 4.** The novel. Partially fulfills humanities requirement.
- 450 Special Topics. 4.**
- 460 Independent Study.**
- 490 Departmental Honors.** See page 40.
- 202 Intermediate German II. 4.** Readings in German literature, oral and aural practice, grammar review as needed. Laboratory required.
- 211- Survey of German Literature.**
- 212 4,4.** Survey of major writers in the German language from the Middle Ages to the present. Each course partially fulfills humanities requirement.
- 220 Introduction to German Culture. 4.** Studies of the life and customs of the people in the main areas where German is the native language: West and East Germany, Austria, and Switzerland. Offered on demand.
- 330 Readings in Special Fields. 4.** Developing skill in translating German selected from the student's major field of interest, such as science or religion. Offered on demand.
- 333- Advanced Conversation and**
- 334 Composition. 4,4.** Finer points of grammar: intensive work in conversation and composition.
- 400 Seminar (French 400, Spanish 400).**
1. Reading and discussion of current periodical literature and of papers prepared by seminar members.

GERMAN

- 100 Elementary German. 4.** Introduction to the language through oral and aural training, basic grammar concepts, simple reading and writing. Laboratory required.
- 201 Intermediate German I. 4.** Reading of selected material, continued oral and aural practice, writing and grammar review. Laboratory required. Fulfills foreign language requirement.
- 450 Special Topics in German Literature. 4.** Content determined by need. Recent topics include the classical period (Lessing, Goethe, Schiller), contemporary literature, and genre literature.
- 460 Independent Study.**
- 490 Departmental Honors.** See page 40.

FOREIGN LANGUAGES

RUSSIAN

- 100 Elementary Russian. 4.** Intensive study of the Russian alphabet and pronunciation, important principles of grammar, and beginning conversation. Laboratory required.
- 201 Intermediate Russian. 4.** Systematic review of grammar, readings in Russian literature, self-expression in speech and writing. Laboratory required. Fulfills foreign language requirement.

SPANISH

- 100 Elementary Spanish. 4.** Introductory course in Spanish with emphasis on oral and aural skills; reading and writing introduced, employing cultural materials. Laboratory required.
- 201 Intermediate Spanish I. 4.** Selected graded readings and further development of oral and aural skills. Grammar study as needed. Laboratory required. Fulfills foreign language requirement.
- 202 Intermediate Spanish II. 4.** Selected readings in Spanish and Latin American literature, further development of speaking skills through use of the laboratory. Laboratory required.
- 221 Spanish Civilization. 4.** General approach to Spanish civilization from its beginnings to the present. Conducted in Spanish.
- 222 Latin American Civilization. 4.** Ibero-American cultural history and contemporary patterns of life; readings, discussions, lectures, slides. Conducted in Spanish.
- 333- Advanced Conversation and**
- 334 Composition. 4,4.** Finer points of

grammar in conjunction with composition and daily practice in conversation.

- 400 Seminar (French 400, German 400).**
1. Readings and discussion of current periodical literature and of papers prepared by seminar members.
- 441 Medieval and Renaissance Literature. 4.** Spanish literature from *El Cid* to the Golden Age; consideration of how the literature reflects changing elements within government, church, society, and the individual. Partially fulfills humanities requirement.
- 442 Cervantes. 4.** A study of *Don Quixote* and the *Novelas Ejemplares*, with appropriate critical readings. Partially fulfills humanities requirement.
- 445 Nineteenth-Century Spanish Literature. 4.** Selected readings for class use from the early romanticists to the Generation of '98 and early twentieth-century authors; Spanish novels read independently. Partially fulfills humanities requirement.
- 446 The Spanish American Novel. 4.** Historical and critical study of some of the major representative novels of Latin America. Special emphasis on the development of this genre, with attention to the customs and philosophy of the people as reflected in the novels. Partially fulfills humanities requirement.
- 447 The Mexican Novel. 4.** Examination of representative novels emphasizing their reflection of the nation's search for identity. Partially fulfills humanities requirement.
- 450 Special Topics. 4.**
- 460 Independent Study.**

GEOLOGY AND EARTH SCIENCE

490 **Departmental Honors.** See page 40.

ESPERANTO

- 100 **Elementary Esperanto. 4.** Introduction to the history and structure of the language; reading and writing on an elementary level.
- 201 **Intermediate Esperanto. 4.** Selected readings from literature; further study of grammar and development of reading and speaking skills. Fulfills foreign language requirement.

SPECIAL TOPICS

- FL- **Special Topics in Foreign**
450 **Language. 4.** From time to time as need or interest warrants, topics such as Language for Foreign Travel or Linguistics are offered by the foreign language department.

FRENCH. See Foreign Languages.

GEOGRAPHY. See Geology.

GEOLOGY AND EARTH SCIENCE

Vertical walls, descending into the bowl-like glacial cirque, were rasped out of rock by ice gone only 10,000 years.

Static Peak, Grand Tetons, Wyoming

The cypress seed, sprouting in a stump of the same species, is growing in rooted wood exposed by erosion in the Neuse River estuary after 2,000,000 years of burial.

Flanner's Beach, Coastal North Carolina

The sea waves, moving sand along the shore past colonial outposts only now changing under the influence of tourism, endanger the settlements of Kitty Hawk, Nags Head, Rodanthe, Hatteras, and Ocracoke with persistent erosion.

Outer Banks, North Carolina

Corals, building a wave-resistant framework, form a protective bulwark for barracuda, mangroves, sea turtles, lobster, and a myriad of shelled organisms and demonstrate the dynamic growth that created a similar mass of sediment, not more than 2 miles and 70,000,000 years distant as exposed on the adjacent land.

La Parguera, Puerto Rico

Night hawks, sweeping the sky at twilight, arouse the certainty that the spirits present in the great Kiva of Casa Rinconada 700 years ago are not yet gone.

Chaco Canyon, New Mexico

Searching literature and briefing legal documents in a Greensboro law office help prepare a case for trial on the misuse of the flood-plain of South Buffalo Creek.

Greensboro, North Carolina

GEOLOGY AND EARTH SCIENCE

Geology, the study of the earth, is a first-hand experience at Guilford College as attested by each of the statements above; for each is a description of student experiences that are a regular part of the flexible "hands-on" program in the department of geology and earth science.

The program is centered around a core of courses that lays a firm academic foundation in geology as a science. In turn, this foundation serves as a springboard to graduate study, professional geology, teaching, environmental science, creative writing, law, anthropology, and geography. Each of these areas is currently or has been recently the professional goals of students in the department. These goals can be realized by using programs now available in the department or through consortium arrangements with other colleges and universities in Greensboro.

Two degrees are available. The Bachelor of Science focuses on geology as a professional discipline and is oriented toward graduate study; the Bachelor of Arts degree permits greater freedom in choosing a broad range of introductory science courses for those interested in earth science teaching, museum science, writing in the natural sciences, or other similar fields. In each case, requirements for the major include the completion of eight courses (32 credits) in geology (limited substitution in special fields outside geology may be made with departmental approval), presentation of a senior thesis that meets certain guidelines for quality



GEOLOGY AND EARTH SCIENCE

and originality, and course work in the related fields of chemistry, mathematics, and physics or biology.

Courses required for either degree are Physical Geology, Historical Geology, Mineralogy, Petrology, Senior Thesis, and one year of introductory chemistry. The Bachelor of Science degree program also requires one year of calculus or calculus and statistics, one year of introductory laboratory courses in physics or biology, Structural Geology, Paleontology, and two additional geology courses. The summer course Seminars West is strongly recommended for B.S. degree candidates. Additional courses required for the Bachelor of Arts degree are Elementary Functions (Mathematics 115), any two courses in biology or physics, Structural Geology or Paleontology, and any three other science courses, one of which must have a laboratory. Substitution of courses in either of these programs is permitted only if the course requested is at an equivalent academic level and if it meets a specific need in the student's program.

Field courses such as Seminars West and Off-Campus Seminars in geology to Puerto Rico or to the North Carolina mountains or coast involve a great deal of camping, hiking, and geologic field experience at several levels of geologic sophistication. Not only is the geologic development of each of these areas studied, but also the history, geography, anthropology, and environmental impact of mankind are considered.

The department supports the interdisciplinary concentrations in History of Science (see page 37) and Environmental Studies (see page 36).

A faculty with a combined total of twenty-two years of industrial experience and a like amount of service in college teaching is readily available, not only for course work but for extensive counseling as well. All are broadly educated in science; all have taught across the boundaries between science and the humanities; and all are intensely interested in the economic and social context of geological work.

111 Physical Geography. 4. Patterns in the natural system, especially spatial ones: location of man on earth and earth in space; energy flow in the natural system; climates; development of landforms and soils; distribution of man and the natural resources on which he is dependent. Fulfills non-laboratory science requirement.

121 Physical Geology. 4. Materials of the earth and processes acting on

them, both at the surface and within: nature of continents and oceans, continental drift, erosion and weathering, rocks and minerals, mapping; a consideration of the earth as a physico-chemical system and man's part in that system. Fulfills laboratory science requirement.

122 Historical Geology. 4. Historical account of the discovery of geologic time and development of the theory

GEOLOGY AND EARTH SCIENCE

of evolution; origin and development of the earth; geologic history of North America—both life and lands. Emphasis in laboratory on interpretation of earth history and on applications of methods in making such interpretations. Fulfills laboratory science requirement.

131 Environmental Geology. 4.

Consideration of geologic processes and geographic principles at the earth's surface to serve as a background for studying man and his activities as a part of the earth system; development of a basis for judging the balance between man's contribution to environmental disruption and his need to further develop earth resources for his continued existence. Fulfills laboratory science requirement.

211 Mineralogy. 4.

Crystallography, physical and chemical mineralogy, descriptive and determinative mineralogy; introduction to the petrographic microscope, crystal structure, x-ray analysis, gemology, and economic uses of minerals. Prerequisites: Chemistry 111, concurrent registration, or permission of instructor. Fulfills laboratory science requirement.

212 Petrology. 4.

Description, classification, origin, and evolution of igneous, metamorphic, and sedimentary rocks; mineral composition, texture, and field occurrence; concepts of chemical reactions, stability, and equilibrium; a study of the rock classes in thin section. Prerequisite: Geology 211 or permission of instructor.

224 Economic Geography. 4.

Analysis of world economic activity based upon spatial factors and its relationship with patterns of agriculture, manufacturing, distribution, production, and utilization of basic commodities.

240 Seminars West. 4.

Five-week summer course to study the American West. Emphasis on geologic processes of mountain building and erosion and their impact on man—history, prehistory, environment, literature, and art. Trips alternate each year between the Southwest (Grand Canyon, Mesa Verde) and the Central Rockies of Montana and Wyoming (Yellowstone, Grand Tetons). Four weeks of travel, camping, and hiking must be recorded in a journal and some aspect of the trip developed in a paper or project. Fulfills laboratory science requirement.

241 Off-Campus Seminars in Geology.

1. Five- to ten-day camping trips to investigate the mountains of North Carolina or the geology of the North Carolina coast. May be repeated with different content. Generally graded on a pass/fail basis.

322 Energy and Natural Resources. 4.

Analysis of the problems posed by the interaction of conventional economic growth with limited natural resources; evaluation of the potential contribution of various alternative energy sources to the national/world energy budget; review of the distribution and abundance of mineral resources. Fulfills non-laboratory science requirement.

335 Structural Geology. 4.

Study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons, and the structural features found in igneous, metamorphic, and sedimentary rocks; introduction to geophysical methods; discussions of problems in global tectonics, such as mountain building and continental drift. Prerequisites: two laboratory

GEOLOGY AND EARTH SCIENCE

courses in geology and competence in trigonometry (or Mathematics 115), or permission of instructor.

336 Geomorphology. 4. Broad study of landforms and the processes involved in their formation; investigation of fluvial and arid geomorphic cycles, the peneplain concept; geomorphic features associated with wind, ice, igneous activity, underground water, coastlines, gravity, and structural movement. Prerequisites: Geology 335 or permission of instructor. Offered alternate years.

340 Sedimentation. 4. Quantitative study, in the laboratory and field, of the physics and chemistry of sedimentary processes: what controls materials supplied to the agents of transport and where and why the materials are deposited; comparisons between the recent deposits and their ancient counterparts. Prerequisites: Geology 211, one other geology laboratory course or permission of instructor. Offered alternate years.

415 Paleontology. 4. Study of fossils with major emphasis on invertebrates: classification and identification; principles of evolution and paleoecology; the application of paleontology to geologic problems, especially its use in stratigraphic studies. Prerequisites: three semesters of laboratory courses in geology and/or biology, or permission of instructor.

416 Stratigraphy. 4. Description, classification, correlation, and interpretation of sedimentary rocks; principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environment, and paleogeography; advanced historical geology. Prerequisites: four semesters of laboratory courses in geology or related science, or permission of instructor. Offered alternate years.

428 Economic Geology. 4. Study of the principles and processes of formation of mineral deposits and their relationships to methods of economic exploration of metallic and non-metallic mineral concentrations. Prerequisites: Geology 212, 335, or permission of instructor.

450 Special Topics. 4. Subjects of specialized interest such as vulcanology, geophysics, energy crisis, field problems, vertebrate paleontology, Reefs of Puerto Rico, geochemistry, hydrology, soil science, marine geology, glaciology; interdisciplinary subjects and courses by visiting instructors when appropriate. May be offered also at the 250 and 350 levels.

460 Independent Study. Independent and directed research, including field and laboratory experience.

470 Senior Thesis.

490 Departmental Honors. See page 40.

GERMAN. See Foreign Languages.

GREEK. See Classics.

HISTORY

"The past is never dead. It's not even past." These words of William Faulkner set the tone for the Guilford College history department. Although the past is a subject so vast and complex that it can never be mastered by one person, it is possible through careful study and analysis to obtain a large degree of understanding of mankind's achievements. This requires hard intellectual work, which in turn is rewarded by a better comprehension of the present and a degree of confidence in facing the future. The department seeks to help its students in this purpose by approaching the study of history through an examination of broad historical forces and trends and through detailed study of smaller segments. The program provides a sound foundation for graduate study in history, a valuable background for professions such as law, and a thorough understanding of subject matter for teachers of history and social studies in the secondary schools. In addition to law and teaching, history majors have found rewarding careers in many areas of business, government, community service, and church work.

A major in history consists of eight courses (32 credits) which should represent a progression from introductory courses through the advanced seminar, and must include at least one 300 level course. A general balance between American and European history is desirable. The seminar, which may be in either area, emphasizes techniques of research and writing under individualized direction.

The history department also offers courses under the 250, 350, and 450 designations which reflect the expertise of its staff and the interests of students. Recent course offerings in this area include the Byzantine World, East Asian Civilization, and Tudor-Stuart England.

History majors intending to pursue graduate study should select additional history courses as electives and acquire a proficiency in one or more foreign languages. It is strongly recommended that pre-law students take courses in English history, accounting, and logic. Students may "test out" of most basic courses and enroll in intermediate and advanced courses or independent study to satisfy the major requirements. Senior history majors with a sufficiently high grade average in history are encouraged to write a thesis.

Courses in non-Western studies may be taken by majors for history credit, but not for both history and non-Western studies credit.

To encourage superior work in history the department offers freshman and senior history awards every year, as well as the Newlin and the Thompson Scholarships. The Newlin and the Patrick Lectures bring recognized

HISTORY

historians to campus to present scholarly papers. The department sponsors a chapter of Phi Alpha Theta, the international history honor society.

INTRODUCTORY COURSES: Designed to develop knowledge of basic historical fact, method, and interpretation; usually limited to freshmen and sophomores.

101 Modern Europe to 1815. 4. Major developments in European history from 1500 to 1815; the Renaissance and the Reformation, the rise of the nation state, the Age of Enlightenment, and the French Revolution. Fulfills history requirement.

102 Modern Europe Since 1815. 4. Europe from 1815 to the present; the consolidation of large nation states, imperialism, and world wars; and the problem of democracy and dictatorship. Fulfills history requirement.

103 The United States to 1877. 4. Origin and growth of the United States from colonial times to 1877. Fulfills history requirement.

104 The United States Since 1877. 4. Social, political, constitutional, and economic developments since 1877. Fulfills history requirement.

105 Non-Western Civilization. 4. History as a cultural resource diluting

ethnocentrism; short studies of non-Western cultures; common problems faced in the twentieth century by people of many different historical backgrounds. Fulfills non-Western requirement.



INTERMEDIATE COURSES: Designed to develop synthesizing and interpretive skills through broad exposure to secondary sources.

201 Colonization and Revolution. 4. Influence of New World conditions on peoples, ideas, and institutions transplanted from Europe; relations of England with her American colonies; social and intellectual sources of rebellion; the adopting of a federal constitution. Particular attention given to the art and skills of the biographer.

202 North Carolina History. 4. North Carolina from the period of exploration to the present; colonial foundations, establishment of the commonwealth, constitutional reforms, educational and economic developments; important problems and developments in their national perspective.

203 Recent United States History. 4. Influence of politics, wars, and men on the internal affairs of the United States, with emphasis on the period since the New Deal.

205 Renaissance and Reformation. 4. Study of the economic, social, political, and cultural changes in Europe during the era of transition from medieval to modern, 1300 to 1648.

206 Africa to 1800. 4. Major developments in the history of Africa with the focus on the evolution of man in Africa; Africa and development of Egyptian civilization; the Sudanic Empires of West Africa; the City-States of East Africa; and the Southern African Empires and States. Fulfills non-Western requirement.

ADVANCED COURSES: Designed to improve skills developed in introductory and intermediate courses and to develop basic analytical skills through working with primary sources.

301 United States Diplomatic History. 4. Major trends in American diplomatic history from the Revolution to recent times; economic, social, and political forces that have influenced foreign policy.

302 Economic History of the United States. 4. Survey of the principal economic forces accounting for the emergence of the United States from an underdeveloped economy to its present status.

303 American Intellectual and Social History. 4. Ideas and attitudes—their origin, influence, and modification; the impact of science and religion on American thought; the intellectual defense of American society and the emergence of dissenters and reformers; the development of new approaches in the humanities,

207 England to 1689. 4. England during its formative period; legal and constitutional development.

208 England since 1689. 4. England during its imperial and industrial growth; Great Britain's enduring influence on the world.

209 Russia to 1881. 4. Russia to the assassination of Alexander II, with emphasis on Kievan Russia, Muscovite Russia, the rise of the autocracy, the position of the peasantry, and the revolutionary movement in Russia.

210 Russia from 1881 to the Present. 4. Decline of the autocracy, the 1905 and 1917 revolutions, Soviet Russia's internal development and establishment as a world power.

education, law, and philosophy; the role of minority groups and women.

304 European Diplomatic History, 1870-1920. 4. Examination of the diplomatic relations of the European powers preceding World War I and the consequences of the war; comparison of social, cultural, and political circumstances before and after the war.

305 Recent European History. 4. Economic, political, and social factors in the major developments in Europe since 1939; contemporary trends in global context.

306 Medieval Civilization. 4. Extensive study of the writings of modern historians, emphasizing crucial issues and personalities which shaped the medieval world.

LIBRARY

400 Seminar in History. 4. Detailed analysis of specialized historical periods or areas, requiring advanced research using primary sources. For the history major or mature nonmajor with the consent of the instructor.

SPECIALIZED COURSES

450 Special Topics. 4. Exploration of an area or particular problem of interest not included in regular departmental offerings. May be offered also at the 250 or 350 level.

460 Independent Study. 1-4. Independent research or directed study involving weekly meetings with a departmental adviser; oral or written examination.

470 Senior Thesis. 2-4. Research and writing of a scholarly monograph.

490 Departmental Honors. 2-4. See page 40. Honors and credit for grade of B or above; credit only for grade less than B.

The following courses offered by other departments are accepted as history credit for majors with departmental approval:

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|-----------------------|---|
| Biology 204. | History of Medicine in America. See page 89. |
| Chemistry 335. | History of Science. See page 93. |
| Classics 311. | Greek History. See page 94. |
| Classics 312. | Roman History. See page 94. |
| Sociology 353. | Cultural History of Latin America. See page 144. |
| Sociology 354. | Cultural History of South Asia. See page 144. |

HISTORY AND PHILOSOPHY OF SCIENCE. See page 37.

HUMANISTIC STUDIES. See page 29.

INTERDISCIPLINARY STUDIES. See page 39.

LATIN. See Classics.

LIBRARY

200 Library Research Skills. 1.
Basic research strategy to help students secure information they need in an academic library. The course teaches students how to locate and use material in books, professional journals,

magazines and newspapers; to use microform and microform equipment; to utilize resources in the reference room; to write footnotes and bibliographies, and to operate audio-visual equipment. Pass/fail grading.

MANAGEMENT

The objective of the management department is to prepare students to be immediately effective in management with the potential for growth in administration. The major is designed to develop an understanding of the role of the United States economy and public and private organization management in a changing society, and to make students aware of the importance of anticipating and preparing for change. Although the major is career oriented, the total program conforms to Guilford College's liberal arts tradition within a concentration of Financial Management, Human Resource Management or Information Systems Management. The student in conjunction with his adviser may tailor the major and related course requirements in order to develop specific emphasis in the following areas: Human Resource: Personnel; Management Information Systems: Computer; Marketing; and Financial Management: Institutional or Corporate.

Three programs are offered, one leading to the Associate of Arts degree; one to the Bachelor of Administrative Science degree; and one, through special arrangement for main campus students, to the Bachelor of Science degree.

Courses required for the Bachelor of Administrative Science degree usually include Principles of Economics, Principles of Accounting, Statistical Methods, and an appropriate capstone course.

The Associate of Arts degree in management requires sixteen courses (64 credits) of academic work with a cumulative C average, or the equivalent of two years of full-time college study. This program offers the maximum number of professionally oriented courses in the first two years so students can improve their professional competence quickly. All required course work is fully accredited toward a baccalaureate degree. The specific major and related requirements will be determined between the student and the academic adviser.

120 Introduction to Business. 4. The components, types, nature and purpose of business organizations. The inherent social and ethical problems of business operations and the role of business in a free enterprise economy.

141 Computer Systems Management. 4. Characteristics and types of hardware and software; organization and management of data processing; applications of computers in management; introduction to computer use and programming.

MANAGEMENT

- 215 Business Law (Economics 215). 4.** The legal basis for the efficient functioning of the economic system; economic changes reflected in the legal system; the relationship between economics and business law, including selected topics in contracts, agency, sales, property, and wills.
- 220 Managerial Analysis. 4.** The use of economic concepts in the formulation of business policy. Study of managerial use of concepts of profit, competition, demand, cost, capital investment, in the decision process.
- 221 Economic Principles: Macro (Economics 221). 4.** Introduction to elementary macroeconomics and related problems and policies including national output, economic growth, economic stability, full employment, and monetary and fiscal applications. Partially fulfills social science requirement.
- 225 Introductory Accounting I (Accounting 225). 4.** Methods of accounting practice, theory of accounting as a management information system, study of the accounting cycle and presentation of financial statements, methods and practices applicable to formal organizations.
- 226 Introductory Accounting II (Accounting 226). 4.** Continuation of the study of accounting principles and practices; emphasis on managerial accounting tools for decision making. Prerequisite: Accounting 225.
- 234 Statistical Methods I (Economics 234). 4.** Statistical methods for the solution of management problems including frequency distribution, correlation and regression, time series analysis, index numbers, probability, and statistical inference.
- 320 Organizational Behavior. 4.** Role and functions of the manager; skills needed to understand and react intelligently to determinants of behavior and the consequence of behavior in organizational settings. Interpersonal, intergroup, and intragroup situational analysis.
- 321 Personnel Administration. 4.** Techniques, issues and problems in recruitment, selection, development, utilization of and accommodation to human resources in organizations.
- 331 Money, Banking and Monetary Theory. 4.** Nature and functions of money; description and analysis of the banking system; overview of modern monetary theory and policy. Prerequisites: Economics 222, Management 221.
- 335 Organization and Management. 4.** Theory, principles, practices and problems involved in organizing and managing any formal organization; business, government, institution; a conceptual methodological, operating, control, and feedback systems approach illustrated by a consideration of cases.
- 336 Financial Management. 4.** Theory, principles, and practices of corporate finance, conceptual background, problems of financial allocation of corporate resources, role of finance executives. Prerequisite: Economics 222, Management 221, 226.
- 344 Statistical Methods II. 4.** Elements of statistical inference including managerial applications of probability, curve fitting, estimation, hypothesis testing, regression and correlation analysis, non-parametric tests and Bayesian statistics. Prerequisite: Management 234.

MATHEMATICS

345 Quantitative Methods. 4.

Techniques of management science including inventory management, networks, linear programming, dynamic programming, queueing, simulation and decision analysis. Prerequisites: one mathematics and one statistics course recommended.

400 Policy Formulation. 4. Analysis of the production-operating function in both manufacturing and non-manufacturing organizations. Developing policies which support total organizational goals under varying constraints incorporating analysis of economic, political, and social influences on the firm.

421 Industrial Relations. 4. Role, functions and problems of management in the collective bargaining process. Bargaining issues of rights, job design, pay, fringe benefits and due process. Negotiation and administration of the agreement. Prerequisite: Management 321.

424 Marketing Management. 4. Planning and control of marketing operations as a systems approach; forecasting and planning, modern control techniques, and appraisal of distribution costs and their control. Prerequisite: senior standing or departmental approval.

450 Special Topics. 4. Exploration of an area or particular problem of interest not included in regular course offerings, such as Investment Analysis or Quantitative Methods. May be offered also at the 250 or 350 level.

460 Independent Study. In addition to individual student projects, the department may offer special seminars or work seminar projects.

470 Senior Thesis. Individual experience in the research techniques of management; writing of a professional paper. By departmental approval.

490 Departmental Honors. See page 40.

MATHEMATICS

The mathematics department subscribes to the theory that mathematics is best learned by doing, rather than watching; thus active participation by students is encouraged in all programs. The department also believes that the opportunity for students to work with faculty members individually and in small groups is of utmost importance, and so it provides numerous opportunities for seminars and independent study.

The department serves the college through courses in basic and applied mathematics, covering topics such as elementary probability, matrix algebra, statistics, computer mathematics, elementary functions, and calculus. Mathematical concepts and methods for prospective elementary school teachers are available. An historical and cultural approach to mathematics has been developed for humanities and creative arts majors. Department members are also involved in the college's interdisciplinary programs.

MATHEMATICS

Students majoring in mathematics are encouraged to discover areas in which they have both interest and talent. Many begin with Foundations of Mathematics, which orients them toward creative mathematical thinking and independent work. All majors are required to take the traditional sequence of calculus courses, plus their choice of any five courses numbered above Calculus III.

The theoretical mathematics program which prepares students for graduate study has been notably successful for many years. Students in this program are encouraged to participate in undergraduate research seminars in algebra, analysis, geometry, or topology. Applied mathematics for the physical sciences is offered in conjunction with the physics department. Students in this program take special courses in mathematical physics, linear algebra, and computer work. A program in computer oriented mathematics is also available which offers courses in numerical analysis, probability and statistics, and operations research.

The *Journal of Undergraduate Mathematics*, an internationally distributed periodical published by the department, is devoted to undergraduate research and frequently includes articles by Guilford students. Each year the journal sponsors a Conference on Undergraduate Mathematics which provides students with an opportunity to share their ideas with other talented students and to hear lectures by prominent mathematicians.

A scholarship for mathematics students is provided by the Nereus and Oriana Mendenhall Scholarship Fund.

- 103- **Mathematics for Elementary School Teachers. 4,4.**

Introduction to the real number system and basic concepts of algebra and informal geometry. Either course fulfills non-laboratory science requirement for elementary education majors.

105 **Finite Mathematics. 4.** Introduction to logic, set theory, permutations, combinations, and probability. Fulfills non-laboratory science requirement.

110 **Mathematics for the Liberal Arts. 4.** The nature of mathematics from cultural, historical, and logical viewpoints, stressing relationships between mathematics and other disciplines. Fulfills non-laboratory science requirement.

115 **Elementary Function. 4.** Elementary analysis of algebraic, exponential, and trigonometric functions, especially designed for students planning to take calculus but not having the necessary prerequisites. Fulfills non-laboratory science requirement.

116 **Elementary Statistics. 4.** Elementary introduction for students majoring in other departments. Includes binomial and normal distribution with application of estimation of testing of hypotheses, regression and correlation. Fulfills non-laboratory science requirement.

122

MATHEMATICS

121- Calculus I, II. 4,4. Analytic geometry, functions, limits, derivatives, integration, and transcendental functions. Either course fulfills non-laboratory science requirement.

211 Calculus III. 4. Series, partial differentiation, multiple integration, and vector analysis. Fulfills non-laboratory science requirement.

212 Mathematics for the Physical Sciences (Physics 212). 4. Topics of mathematics especially useful to students in the physical sciences; vector analysis, coordinate systems, complex numbers, ordinary differential equations. Fourier series, Fourier and Laplace transforms. Prerequisite: Mathematics 211.

221- Foundations of Mathematics. 4,4.

222 Axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics. Either course fulfills non-laboratory science requirement.

231 Theory of Numbers. 4. Study of the properties of integers: divisibility, congruences, prime residues, and Diophantine equations.

311- Survey of Geometry. 4,4.

312 Introduction to modern geometry, with emphasis on non-Euclidean geometries.

321- Abstract Algebra. 4,4. Introduction

322 to groups, rings, integral domains,

fields, vectors, matrices, determinants, and linear transformations.

331- Computers and Numerical

332 Analysis. 4,4. Computer languages, roots of polynomials, methods of least squares, polynomial approximation, systems of linear equations, and numerical solutions of ordinary differential equations. Prerequisite: Mathematics 122.

341- Statistics and Probability. 4,4.

342 Fundamentals to the analysis and interpretation of statistical data. Prerequisite: Mathematics 122.

401 Advanced Mathematical Methods (Physics 401). 4. Advanced vector analysis and curvilinear coordinates,

tensors, matrices, and determinants; functions of a complex variable, partial differential equations, and theory of ordinary differential equations; special functions (Bessel, Lagendre, Laguerre, Hermite, Chebyshev, gamma, and beta); calculus of variations, probability, and statistics. Prerequisite: Mathematics 212.

411- Analysis. 4,4. Rigorous study of

412 functions, limits, sequences, differentiation, and integration.

431- Operations Research. 4,4.

432 Probability, sampling inventories, waiting lines, competitive strategies, linear programming, and dynamic programming.

MATHEMATICS SEMINARS: Each of the following seminars may be repeated for credit with the approval of the department provided the content is different. Offered either semester upon sufficient demand

441 Seminar in Algebra. 1-4.

444 Seminar in Topology. 1-4.

442 Seminar in Analysis. 1-4.

445 Seminar in Applied Mathematics. 1-4.

443 Seminar in Geometry. 1-4.

MEDICAL TECHNOLOGY. See page 32.

MUSIC

MUSIC

The Bachelor of Music, the Bachelor of Music Education, and the Bachelor of Arts with concentration in music are offered cooperatively with Greensboro College through the Greensboro Regional Consortium. The student enrolling in the music program at Guilford College is expected to fulfill all the major requirements established by Greensboro College and also the core curriculum requirements for Guilford College. Instruction is offered at Greensboro College in theory, musicology, church music, music education, organ, piano, strings, harpsichord, voice, guitar, woodwinds, brasses, instrumental ensembles, and choir.

Since the department of music at Greensboro College is a member of the National Association of Schools of Music, its requirements for entrance and graduation are in accordance with the published regulations of that association.

A choral program is offered on the Guilford campus. Participation in the Guilford College Choir is designed to add to the total enrichment of student life. Music majors fulfill the choir requirement in the Guilford choir, although they may also participate in the Greensboro College Choir if they so desire.

Practice rooms and instruments are available on the Guilford campus. The director of the music program at Guilford assists Guilford music majors in working out their programs at Greensboro College, and the college provides transportation to the Greensboro College campus.

Choir scholarships are offered by the music department for qualified students, as well as the William Topkins, the Laura Kelly Dobbins, and the Maxine Kirch Ljung scholarships.

111 Music Literature. 4. Music appreciation. Introductory course designed to train students in intelligent listening. Selected representative works from plain song through contemporary music. Open to all students. Approved to fulfill creative arts requirement.

114 Guilford College Choir. 1. The college choir, on its annual tour, serves as an ambassador of goodwill for Guilford College. The activities of the choir are designed for community enrichment, the high point of the season being the annual Christmas concert. Numerous other public

MUSIC

performances are presented. Membership in the choir is open to all students genuinely interested and willing to work hard. Choir scholarships are available to students meeting specified criteria. Information regarding these scholarships can be obtained from the director of the music program. Members of the choir have opportunities to perform with additional small choral ensembles such as the Chamber Singers and the Madrigal Singers. Pass/fail grading.

450 Special Topics. 4. Courses of special interest such as Introduction to Contemporary Music, Guide to Understanding Opera, Introduction to Understanding Symphonic Music.

460 Independent Study. 4. Independent research or directed study.

THE INSTRUMENTAL ENSEMBLE

Qualified students who express an interest in ensemble work may participate in instrumental ensembles (1 credit) at Greensboro College.

MUSIC FEES

Guilford College music students registered for private lessons in applied music at Greensboro College pay \$150 per semester for one half-hour lesson per week, and \$300 per semester for two half-hour lessons per week. Fees are also charged for the use of practice rooms at Guilford College and for the use of college orchestral instruments according to the following scale, which reflects charges for one academic year (two semesters):

Use of Practice Room with Piano	
6 hours per week	\$20.00
12 hours per week	40.00
Use of Practice Room without Piano	
6 hours per week	15.00
12 hours per week	20.00
Rental of Orchestral Instruments	20.00

NON-WESTERN STUDIES. See page 37.

OFF-CAMPUS EDUCATION. See page 41.

PHILOSOPHY

PHILOSOPHY

Philosophy is a good liberal arts major because it is comprehensive. It gathers insights from other subjects and helps students to see them in a wider context of meaning. Philosophy trains students to think, thus helping them to improve their oral and written skills. This objective is present not only in logic but in all courses of philosophy. Philosophy relates to life. It confronts the student with questions such as: What is justice? How do we know when we are right? What is authentic being-in-the-world? What is the way to enlightenment?

Students, of course, need to think in practical terms about their future. If a student decides to develop practical and applied skills, it is important that he or she consider as well a second major such as philosophy. On the other hand, a student who chooses philosophy as a major should consider a secondary major in a more obviously applied discipline. The philosophy department, in consultation with graduate schools, prepares students for graduate school programs in philosophy and related subjects such as religion, history, psychology, or law. A maximum of 32 credits is required for the major; 52 credits of related and elective work may be taken in any department. This makes it possible for a student to major in philosophy and in another field as well.

Courses recommended for the major include the history of Eastern and Western philosophy, Ethics, Philosophy of Art, and special topics such as Hume or Existentialism. Philosophy majors may elect to concentrate their courses with an emphasis on Western Philosophy or Non-Western Philosophy.

200 Introduction to Philosophy. 4. Major philosophical problems, methods and positions, as set forth in selected works by philosophical thinkers such as Plato, Aristotle, Descartes, Whitehead, Russell, and Sartre. Partially fulfills humanities requirement.

211 Ethics. 4. Chief theories of the nature and principles of moral living, with regard both to the ends sought by man and to the obligations claiming his commitment and performance. Partially fulfills humanities requirement.

203 Buddhism (Religious Studies 203). 4. Survey of origin and development of Buddhism, emphasizing doctrines and practices of the major schools of Hinayana and Mahayana Buddhism. Fulfills non-Western requirement.

221 Philosophy of Religion (Religious Studies 221). 4. The nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

- 226 Philosophy of Pacifism and Conscientious Objection. 4.** The several forms of pacifism and of conscientious objection to war; their rational foundations and implications; philosophical problems raised by them. Not applicable to philosophy major.
- 236 Philosophy of Education (Education 236). 4.** Research and discussion of educational philosophies found in the works of Plato, Aristotle, Dewey, Piaget, Sartre, and others.
- 292 Formal Logic. 4.** Methods, foundations, philosophical implications of modern logic.
- 295 Eastern Philosophy: India. 4.** The chief varieties and major developments of philosophy in India. Fulfills non-Western requirement or partially fulfills humanities requirement.
- 296 Eastern Philosophy: China and Japan. 4.** The chief varieties and major developments of philosophy in China and Japan. Fulfills non-Western requirement or partially fulfills humanities requirement.
- 301 Ancient and Medieval Western Philosophy. 4.** Historical development of philosophical thought in Western civilization in terms of the main periods and thinkers from ancient Greek philosophy through medieval scholasticism. Partially fulfills humanities requirement.
- 302 Modern and Recent Western Philosophy. 4.** Historical development of philosophical thought in Western civilization in terms of main periods and thinkers from late medieval through early twentieth-century thought. Partially fulfills humanities requirement.
- 336 Philosophy of Art (Art 336). 4.** The character of aesthetic experience, the nature of aesthetic creativity and the aesthetic object, problems of standards of taste, and the relation of the artist to the community.
- 340 Zen Buddhism. 4.** Indian and Chinese sources of Zen; its history and development as a school of Mahayana Buddhism; the teaching and practice of modern Zen; its influence on painting, poetry, drama, gardening, and other arts. Fulfills non-Western requirement.
- 361 Contemporary Western Philosophy: Analytic Philosophy. 4.** The main developments in twentieth-century Anglo-American philosophy with emphasis on metaphysical and epistemological issues.
- 362 Contemporary Western Philosophy: Existentialism and Phenomenology. 4.** An emphasis on such issues as authentic being and phenomenology of perception.
- 391 Philosophy of Science. 4.** Fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural and social science; the relation of scientific knowledge to other knowledge.
- 450 Special Topics. 4.** Special courses in philosophy determined by needs and interests of students and staff. Possible topics include Philosophy of Law, Philosophy of Language, Philosophy of History, Kant, Collingwood, Polanyi, Heidegger.
- 460 Independent Study.** Individual formulation and completion of a significant program of study.

PHYSICAL EDUCATION

470 Senior Thesis. Individual study culminating in a thesis of superior quality.

490 Departmental Honors. See page 40. Credit to be determined.

PHYSICAL EDUCATION

The physical education department seeks to achieve its goal of "a sound mind in a sound body" through several programs.

Students may receive up to 4 academic credits in an elective activity program (P.E. 100) offering instruction in sports such as tennis, softball, archery, horseback riding, and dance, as well as in weight training and physical fitness. An intramural program offering a broad variety of team and individual sports is available to all students on the basis of male, female, or coeducational competition. The athletic program, open to all men and women who have the ability to participate on an advanced level, has received national and state honors. Special honors have been awarded many athletes and coaches over the past ten years for outstanding achievement in athletics.

A program of professional training for students interested in the field of physical education offers teaching certification from kindergarten through high school. Candidates participate in laboratory experiences in the public schools, in various recreational organizations in the area, and in special schools for the handicapped.

Recent graduates have become involved in coaching or the teaching of physical education, and many have received advanced degrees in athletic administration, training and supervision, and therapeutics.

Eight courses (32 credits) and four 1-hour courses are required for a major in physical education. In addition students are required to take Human Anatomy and Physiology (Biology 341-2), passing both with at least a C average. General Zoology (Biology 114) is a prerequisite for Anatomy and Physiology and also satisfies the laboratory science requirement.

Majors desiring certification must participate in the seminars in teaching and fulfill the requirements for certification prescribed by the education department. They must also establish competencies in tennis, softball, aquatics, recreational sports, golf, archery, and gymnastics, which may be secured through the four activity courses 101-4.

PHYSICAL EDUCATION

- 100 General Sports. 1.** Instruction in a variety of activities such as ballet, modern dance, snow skiing, ice skating, trampoline, gymnastics, golf, tennis, racquetball, horseback riding, yoga, basketball, volleyball, and softball.
- 101 Tennis and Softball. 1.** Emphasis on skill development; methods, materials, and evaluation techniques. For majors.
- 102 Aquatics and Recreational Sports. 1.** Basic skill development; theoretical knowledge, methodology, and safety skills. For majors.
- 103 Golf and Archery. 1.** Knowledge and skill development; purchase and care of equipment; methodology; safety skills. For majors.
- 104 Gymnastics. 1.** Emphasis on skill development, methods, safety procedures in tumbling, stunts, floor exercise, apparatus activities, and trampoline. For majors.
- 117 Personal, Community Hygiene and First Aid. 4.** Study of health needs and problems in schools and communities; practical application of first aid skills.
- 225 Foundations and Principles of Health and Physical Education. 4.** Introductory course encompassing historical and philosophical concepts of physical education and its related areas.
- 333 Fall Team Sports. 4.** Fundamentals, methods, materials, coaching theory, and strategy in football, volleyball, soccer, and wrestling.
- 334 Winter and Spring Sports. 4.** Methods, materials, coaching theory, and strategy in basketball, baseball, track, and lacrosse.
- 335 Adaptive Physical Education, Evaluation, and Measurement. 4.** Development of activity program for the atypical child. Statistical evaluation techniques for various areas of health and physical education program.
- 346 Physical Education for the Elementary School. 4.** Study of methods and materials for effective teaching of movement activities. Concentration on movement education: program content; folk, square, and social dance; and practical school experience.
- 360 Seminar in Teaching. 1.** Firsthand teaching experience in a variety of situations. Pass/fail grading. May be repeated three times.
- 443 Psychology of Sport: Organization and Administration of Health, Physical Education, and Recreation. 4.** Consideration of existing attitudes toward sport with an emphasis on reading and research to develop an awareness of the role of sport in society today. Study of organizational patterns and administrative procedures in all areas of the total program.
- 445 Kinesiology and Athletic Injuries. 4.** Body mechanics, structure, and function of the human muscular system especially related to sports and activities. Practical study of athletic injuries; care, prevention, and training room techniques.
- 460 Independent Study.** Recent topics include research into a conditioning program for special activities and sports, special projects with a recreation association, and work in a school for the atypical child. Other projects include experience as assistant coach for a varsity sport and as student director of intramural activities.

PHYSICS

PHYSICIAN'S ASSISTANT. See page 33.

PHYSICS

Space travel, fusion power, quarks, and black holes are some of the subjects studied in various courses in the physics department. Both the world and our view of it have been radically changed by the incredible new discoveries of the last century. These discoveries are described and discussed in a non-mathematical way in courses such as Physics for Non-Scientists and Astronomy, intended specifically for the non-science major, and in a sophisticated and mathematically rigorous way in such courses as Introductory Classical and Modern Physics, intended for physical science majors.

The physics major program has three principal commitments: to the student bound for graduate school in physics; to the student bound for a career or graduate school in a related area, such as mathematics, astronomy, teaching, law, medicine, engineering, or technical fields; and to adult education, directed toward training professionals in industry, education, etc., for better jobs or enhanced job security. The physics department offers a complete major program at night through the Urban Center for Continuing Education for adults who are employed during the day.

Eight courses in physics are required for the major, with no more than two being on the 100-level. Generally physics majors take Physics 121 and 122 as a prerequisite to later courses.

A unique feature of the physics major program is the option of the dual-degree program in engineering with Georgia Institute of Technology. See page 33. For science majors outside the physical sciences the department teaches several courses of interest: two courses in General Physics are directed specifically toward biological science majors; and two courses, Mathematics for the Physical Sciences and Advanced Mathematical Methods, are directed toward both physical science and mathematics majors interested in applied mathematics and mathematical physics.

The physics program at Guilford is a vital and active one in which students and faculty interact constantly in research projects and classes as well as on a non-professional basis.

- 101 Physics for Non-Scientists. 4.** Introductory course for students of limited mathematical background who are not majoring in a science. Emphasis on fundamental concepts and principles of physics, modern as well as classical, rather than on detailed facts and calculations; consideration of the power and limitations of physics, its relevance, and its role in today's society and environment. Some experimental work in laboratory. Fulfills laboratory science requirement.
- 107 Astronomy. 4.** Introduction to the solar system, planetary exploration and colonization, stellar evolution, and interstellar communication. Topics include black holes, origin of the solar system, supernovae, quasars, and space travel. Laboratory exercises include use of college telescopes. Fulfills laboratory science requirement.
- 111- General Physics I, II. 4,4.** Study of the ideas developed by physicists to describe nature; emphasis on the parts of physics useful in the life-sciences; dimensional analysis, energy, thermodynamics, gravity, and simple physical models of biological organs; mechanics of muscle systems, electricity and magnetism, simple models of the brain and nervous system, optics, wave motions, and radioactivity and its use in tracers. In addition to the traditional laboratory, the student is taught to write simple programs in the BASIC computer language and to use computer simulations of physical phenomena. Prerequisite: an understanding of algebra and trigonometry, but no previous physics course required. Either course fulfills laboratory science requirement.
- 121- Introductory Classical and Modern**
122 Physics. 4,4. Detailed mathematical study of physics; introduction to conservation laws through study of elementary particles and their interactions; an intensive study of applied calculus; Newtonian mechanics (kinematics, dynamics, and periodic motion); mathematical introduction to electricity and magnetism; thermodynamics. Laboratory examination of the way in which knowledge is distilled from experimental measurements and an experimental investigation of optics and electricity; computer programming techniques for both calculational and modelling purposes. Prerequisite: an understanding of algebra and trigonometry, but no previous physics course required. Either course fulfills laboratory science requirement.
- 201 Optics. 4.** Theoretical study of wave motion in ideal and dispersive media; particular emphasis on the mathematical description of refraction, interference, and diffraction; geometrical optics and the use of optical measuring devices taught in the laboratory. Prerequisite: Physics 122.
- 212 Mathematics for the Physical Sciences (Mathematics 212). 4.** Those topics of mathematics especially useful to students in the physical sciences: vector analysis, coordinate systems, complex numbers, ordinary differential equations. Fourier series, Fourier and Laplace transforms: tensors, matrices, and determinants. Both analytic and computer methods are studied, including Runge-Kutta - methods and numerical Fourier analysis. Prerequisite: Mathematics 211.
- 222 Mechanics. 4.** Planetary motion, space flight and orbits, scattering, accelerated coordinate frames, the

PHYSICS

inertia tensor, Lagrangian techniques, small oscillations; a detailed study of damped and forced harmonic oscillators. Prerequisite: Physics 122, Mathematics 122.

301 Electricity and Magnetism. 4.

A study of electric and magnetic fields leading up to and including Maxwell's Equations; the behavior of various materials in electric and magnetic fields. Prerequisite: Physics 122.

302 Electronics. 4.

Self-paced laboratory course aimed at familiarizing the student with electronics components and electronics measuring equipment; laboratory experience in building transistor amplifiers and switches and using integrated circuit components to construct more sophisticated pieces.

311 Thermal and Statistical Physics. 4.

Study of thermodynamics and statistical mechanics and their application to the understanding of thermal properties of matter, including heat and the temperature concept; equations of state; the zeroth, first, second, and third laws of thermodynamics; entropy; phase transitions; kinetic theory of gases; classical and quantum statistics; low- and high-temperature physics. Prerequisite: Physics 122.

322 Atomic and Nuclear Physics. 4.

Properties of atoms, nuclei, and elementary particles; introduction to the theory of atomic and nuclear structure beginning with the work of Thomson and Rutherford and ending with present-day models of the nucleus; atomic interactions with radiation; photon mechanics; relativity; nuclear radioactivity; and neutron physics. Critical experiments that led to important discoveries recreated in the laboratory, including

the Frank-Hertz experiment, the photoelectric effect, the Zeeman effect, and others. Prerequisite: Physics 122.

401 Advanced Mathematical Methods (Mathematics 401). 4.

Functions of a complex variable, partial differential equations, special functions (Legendre, Bessel, Laguerre, Hermite, Chebyshev, gamma, and beta), calculus of variations, probability, Stirling's Approximation and the Method of Steepest Ascents. Both analytic methods (separation of variables) and numerical (multi-dimensional difference nets) are used in solving such important partial differential equations as the heat flow and wave equations and the Poisson equation. Prerequisite: Physics 212.

411 Quantum Mechanics. 4.

Introduction to modern quantum theory beginning with de Broglie's wave-particle duality, Davisson-Germer experiment, Heisenberg's Uncertainty Principle; principle formulation of quantum mechanics such as Heisenberg's matrix mechanics and equation of motion. Schrödinger's wave mechanics and equation, Dirac's modern theory and Dirac notation; Schrödinger's equation solved for the following potentials—steps, square well, linear harmonic oscillator, and central force (the hydrogen atom and deuteron); electron spin and Pauli's exclusion principle. Both analytic and numerical methods of solving Schrödinger's equation are studied. Prerequisites: Physics 322, 401.

450 Special Topics. 4.

Recent examples include Pedestrian Quantum Mechanics, Science and Science Fiction, Technology and Man's Evolutionary Response. May be offered also at 250 and 350 level.

460 Independent Study. 4. Recent topics include biophysics, elementary particles, particles and waves, hydraulics, physics of ocean waves, an internship with the city engineering department.

470 Research and Thesis. 4. Although enrollment is normally during the final semester, the student is expected to begin work during his intermediate years on various research projects which will culminate, under the guidance of his adviser, in a

well-defined research project and the writing of a thesis during his senior year. The thesis is to be in the standard form for technical papers in physics as currently set forth in the American Institute of Physics Style Manual. Examples of recent theses include construction of a digital logic system, computer simulation of stellar evolution, a theoretical model of a rotating star, and a numerical simulation of an electrical generating plant's cooling pond.

POLITICAL SCIENCE

Political science is the study of politics and government, broadly defined as all those activities related directly or indirectly to the making of authoritative public policy in society. The department offers courses in the four major sub-fields of the discipline: American politics, comparative politics, international politics, and political theory. Political science as a discipline is an integral part of the liberal arts curriculum of the college. The major is consciously designed to contribute to the student's understanding of political behavior in its cultural, historical, institutional, and ideological setting. Many department majors go on to graduate school in political science, other social sciences, law, or theology. Others find employment in government agencies and a variety of business fields.

Eight courses (32 credits) are required for the major in political science. Four specific courses are required: The American Political System, Political Systems of Western Europe, Introduction to International Politics, and Introduction to the Classics of Political Thought. The four additional courses may be selected from any departmental offerings. Majors are encouraged to take at least one Special Topics course and/or one Independent Study. These courses allow students to pursue areas of interest not covered by regular departmental offerings. Recent titles include Women in Politics, The American Presidency, and Politics and Social Change. Recent Independent Study titles are Political Liberalism in Nineteenth-Century Germany, Amending the National Labor Relations Act, and Patients' Rights Legislation in North Carolina. Majors planning to enter graduate school either must complete a senior thesis or earn departmental honors. In addition to the eight courses required by the department, majors must take four courses in related fields, selected with the assistance of departmental adviser.

POLITICAL SCIENCE

Students interested in reading for departmental honors or in pursuing their degree through Curriculum II should consult with the department chairperson. See pages 40, 30. Majors interested in certification to teach social science in the public schools should consult with the education department. See page 38.

101 The American Political System. 4.

The policy-making process in the United States; political culture, political ideologies, structure and functions of both official and unofficial political institutions. Partially fulfills social science requirement.

102 Political Systems of Western Europe. 4.

Comparative analysis of the political systems of Great Britain, France, and West Germany; cultural traditions, political ideologies, political parties, political behavior, and executive-legislative relations. Russia may be included at the discretion of instructor. Partially fulfills social science requirement.

201 Introduction to International Politics. 4.

International political conflict in the modern world, with particular reference to major historical trends and problems of war and peace. Partially fulfills social science requirement.

202 Politics of State and Local Government. 4.

Government and politics in the American states; the federal system; the function of political parties and interest groups; the legislative, executive, and judiciary.

203 Introduction to the Classics of Political Thought. 4.

Critical analysis of great works which reflect the fundamental themes and

assumptions of Western political thought. Partially fulfills social science requirement.

213 Law and Society (Administration of Justice 213, Economics 213). 4.

Introduction to social jurisprudence; the judicial system; legal rights, wrongs, and remedies; contemporary issues; law as a decision-making process related to other disciplines. Partially fulfills social science requirement. Not applicable to political science major.

302 Legal Thought in Historical Perspective (Administration of Justice 302). 4.

An examination of Western legal thought, stressing the relationship between legal reasoning, legal doctrine, and the idea of justice. The development of Western legal thought will be studied in its historical context, and its relevance to contemporary legal issues.

311 Comparative Political Parties. 4.

Structure, roles, and functions of party systems in the policy-making processes of the Western democracies; special attention to the American party system.

320 Asian Political Systems. 4.

Politics and government in the countries of Asia (emphasis on India, China and Japan); the impact of colonial policies, nationalistic movements and ideologies, questions of political development and stability. Fulfills non-Western requirement.

POLITICAL SCIENCE

335 Constitutional Law in the Political Process I (Administration of Justice 335). 4.

Role of the courts and judges in the policy-making process, with emphasis on the relationships among the three branches of the national government and between the national government and the states.

336 Constitutional Law in the Political Process II (Administration of Justice 336). 4.

Role of courts and judges in the policy-making process, with emphasis on the rights protected against national and state governments.

338 Seminar in International Politics.

4. Major theoretical approaches to the study of the modern international system, with special attention to significant contemporary problems. Prerequisite: Political Science 201 or permission of instructor.

404 Justice, Law and the Classics (Administration of Justice 404). 4.

An analysis of the problems of justice and law raised in the classics of Western literature, philosophy, and theology.

430 Seminar in Comparative Politics.

4. Comparative analysis of selected aspects of developed and developing systems; emphasis on theories of nation-building, modernization, the maintenance of legitimacy and

stability, and the process of institutionalization. Prerequisite: Political Science 102 or permission of instructor.

442 Seminar in American Foreign Policy. 4.

Institutions and processes involved in making American foreign policy; the substance and selected problems of contemporary policy.

450 Special Topics. 4.

Exploration of an area or a particular topic of interest to students and faculty in political science. Courses on the same topic not normally given more than once; offered at the discretion of the department or on demand. May be offered also at the 250 or 350 level.

460 Independent Study. 4.

Reading programs, tutorials, or field projects arranged between a student and a faculty member; schedules and nature of the work to be accomplished are at the discretion of the instructor.

470 Senior Thesis. 4.

Required of all students planning to enter graduate school. See department chairperson for rules and standards.

490 Departmental Honors. 4,8.

See page 40 for college requirements; specific rules and standards for political science can be obtained from the department chairperson.

PRE-DENTISTRY. See page 34.

PRE-LAW. See page 33.

PRE-MEDICINE. See page 34.

PRE-VETERINARY MEDICINE. See page 34.

PSYCHOLOGY

PSYCHOLOGY

The program in psychology emphasizes the contribution psychology can make to a liberal arts education through stimulating intellectual development, personal growth and adjustment, respect for others, and social responsibility. The curriculum in psychology is designed to familiarize the student with current methods and theories in areas of investigation such as motivation, perception, learning, personality, and social interaction. The student is encouraged to appreciate different approaches and points of view and to see how clinical and laboratory methods supplement each other.

A student majoring in psychology may expect to develop rigorous habits of observation with reference to psychological phenomena, to become aware of the need for statistical orientation in the manipulation of psychological data, and to avoid the simple explanation and recognize the role of multiple causation in the determination of human behavior. With the realization of the enormous complexity of personality and social interaction, the student should come to demonstrate greater objectivity and increased competence in dealing with others.

A major in psychology consists of eight courses (32 credits). Two of these are required of all majors, General Psychology and Research Methods. The other six are to be distributed among intermediate level courses, advanced courses, and electives. A list of alternative plans and detailed course sequences for pursuing a major may be obtained from the student's adviser or any other departmental staff member.

Special programs are offered in conjunction with Greensboro College for teacher training in the areas of learning disabilities, mental retardation, and the emotionally disturbed. See Special Education. A program in early childhood education, leading to certification in elementary education with a major in psychology, is available. Students in the administration of justice program may also specialize in psychology.

Field experiences are encouraged. Recent majors have received credit for work in the community with autistic, retarded, and emotionally disturbed children; with the elderly; with children at the YWCA; and numerous other activities. Similarly, the department encourages students to pursue their interests in specific topics not offered as regularly scheduled courses through independent studies. Should the student wish to undertake original research, the department offers assistance toward presentation of papers at professional meetings and/or publication. For qualified students wishing to make the practice or teaching of psychology a vocation, the department offers guidance toward graduate training.

- 200 General Psychology. 4.** Introduction to the science of behavior including study of motivation, learning and remembering, perception and thinking, psychological testing, and behavior disorders. Partially fulfills social science requirement.
- 224 Child and Adolescent (Developmental) Psychology. 4.** Psychological aspects of human growth and development from birth through adolescence, with emphasis on emerging capacities and expanding behavior. Partially fulfills social science requirement.
- 232 Introduction to Personality. 4.** The nature of personality and its development; motivation, varieties of adjustive behavior, personality measurement, concepts of personality and mental health. Partially fulfills social science requirement.
- 301 Research Methods. 4.** Application of methods for collecting and handling behavioral science and educational data, and for making inferences from such data.
- 302 Learning and Behavior Modification. 4.** Laboratory course in the theory and application of conditioning and complex learning, including principles of reinforcement and stimulus control. Emphasis on conditioning and its role in emotionality and psychosomatic disorders. Laboratory training in operant techniques. Prerequisite: Psychology 200.
- 331 Educational Psychology. 4.** Application of research on human learning, motivation, social interaction, and individual differences to teaching and learning problems in the elementary and secondary school classroom.
- 332 Industrial and Organizational Psychology. 4.** Application of psychology to problems of employee selection, motivation, training, work environment, and human relations in business, industry, and other organizations.
- 336 The Exceptional Child. 4.** Psychological characteristics and educational needs of exceptional children and youth, including the mentally retarded, intellectually superior, physically handicapped, and emotionally disturbed; observation of exceptional children in specialized educational settings.
- 337 Behavior Disorders in Childhood. 4.** Childhood problems encountered by clinical psychologists, special education teachers, social workers, counselors, and school psychologists examined in the context of normal child development. Emphasis on psychological factors in deviant and disturbed behavior and on treatment procedures. Prerequisite: Psychology 224 or 232.
- 340 Psychobiology (Biology 340). 4.** Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Laboratory work. Prerequisite: two prior courses in biology and/or psychology.
- 343 Sensory Systems (Biology 343). 4.** Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus, and measurements of sensory abilities. Laboratory work. Prerequisite: two prior courses in biology and/or psychology.

RELIGIOUS STUDIES

- 347 Social Psychology. 4.** Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction. Prerequisite: Psychology 200 or 232 or consent of instructor.
- 441 Theories of Personality. 4.** Major theoretical attempts to explain human personality, based on relevant clinical and experimental data. Open to senior psychology majors or by consent of instructor.
- 442 Abnormal Psychology. 4.** Abnormal behavior studied in the context of modern life; genetics, socio-cultural milieu, and learning in the development and amelioration of behavioral abnormality. Prerequisite: Psychology 200 or 232.
- 444 Psychological and Educational Testing. 4.** Construction, administration, scoring and interpretation of psychological and educational tests, questionnaires, and scales.
- 445 History and Contemporary Issues. 4.** Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. Prerequisite: senior standing and five courses (20 credits) in psychology, including 301. Non-majors admitted by departmental approval.
- 450 Special Topics. 4.** Subjects of special interest. Recent offerings include The Psychology of Politics, The New Therapies, Death and the Imagination, The Psychology of Crime and Criminal Behavior, Group Counseling, Interviewing Techniques, Behavior Genetics, Biofeedback, and Computers in the Behavioral Sciences. May be offered also at 250 and 350 level.
- 460 Research Problems.** Intensive reading and/or independent research on a topic of interest to the student. By departmental approval.
- 470 Senior Thesis. 4.**
- 490 Departmental Honors.** See page 40. Credit to be determined.

RELIGIOUS STUDIES

Religion is the dimension in our living of ultimate meaning and mystery. As we explore this dimension of ultimacy together in religious studies, we encounter many questions that are our own or our culture's, such as: Who am I? What are the fundamental commitments by which I live my life and make my decisions? What is the nature of the physical and social world in which I live as a self? What should I do and be in relation to ultimate mystery or God? How do our metaphors and myths express this mystery and transform ourselves? These questions are inherently interdisciplinary so our investigations involve not only religion but also the intersection of religion with the humanities and the arts, the natural and social sciences. Since we understand as central to the tradition of the Society of Friends the individual religious quest in the complexity of

our own existence, we seek through our courses in religious studies to encourage each student in this search. We seek not only to make students aware of the real and difficult questions but to assist them in working out their own answers in response to the solutions offered by our contemporary culture, the Christian tradition, and non-Christian traditions.

On the introductory level three courses, Contemporary Religious Explorations, Christian Explorations, and Christian Ethics, relate to this basic investigation and search. With the permission of the instructor, any student is welcome as well to take one of the more difficult or narrowly defined courses to develop further his or her own religious reflection or to fulfill the humanities requirement.

These explorations may deepen and extend into a major in religious studies for one of several reasons: as a way to acquire a deep and broad liberal arts education, as a way to prepare for graduate school in religious studies in order to teach in college or high school, or as a way to prepare for a career in the ministry or religious education. Students are encouraged to work out their own programs in the light of their own reasons for majoring in religious studies and their own special interests and needs. For instance, a student preparing for some form of ministry within the Society of Friends will want to take Quakerism. While different programs are to be worked out in consultation with the adviser, each student is generally expected to engage in reflection that is contemporary, interdisciplinary, historical, biblical, and ethical.

The usual pattern for a major consists of the following courses: two contemporary courses, such as Contemporary Images of the Self, Contemporary Theology, or God and Language; one interdisciplinary course, such as Science and Religion or Word, Self, and Nature in Modern Poetry and Religion; one historical course, History of Christianity; two biblical courses, Old and New Testament; and one ethical course, Christian Ethics.

INTRODUCTORY COURSES

100 Contemporary Religious Explorations. 4. Students are encouraged to pursue their own quests for meaning and self-identity through an exploration of some aspect of contemporary religion, such as one, but only one, of the following: Myth, Dream, and

Metaphor; Existentialism and the Death of God; Contemporary Religious Life Styles; Contemporary Issues: Religious and Social; or Religion, Society, and Science. Partially fulfills humanities requirement.

RELIGIOUS STUDIES

- 101 Christian Explorations. 4.** Students are encouraged to explore their own commitments to, knowledge of, and problems with an aspect of the Christian life within the heritage of the whole of Christianity, such as one, but only one of the following: Christian Tradition, Christian Imagination, American Christianity, or the Bible. Partially fulfills humanities requirement.

INTERMEDIATE COURSES

- 202 Non-Western Religions. 4.** Hinduism, Buddhism, Islam; resemblances to and differences from the attitudes and presuppositions of Christianity and Judaism. Fulfills non-Western requirement or partially fulfills humanities requirement.
- 203 Buddhism (Philosophy 203). 4.** Survey of origin and development of Buddhism, emphasizing doctrines and practices of the major schools of Hinayana and Mahayana Buddhism. Fulfills non-Western requirement.
- 210 Quakerism. 4.** History and principles of the Society of Friends; how the Quaker impulse spread and found expression under various conditions. Partially fulfills humanities requirement.
- 221 Philosophy of Religion (Philosophy 221). 4.** Nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge. Partially fulfills humanities requirement.
- 232 Christian Ethics. 4.** Principles and contemporary problems, including those of church, family, community, state, economic order, society, and the world community. Partially fulfills humanities requirement.

- 302 Religion in Literature. 4.** Intercultural examination of the emergence and development of religious ideas and practices as found in a variety of creative literary works, past and present. Partially fulfills humanities requirement.
- 310 Religion: An Interdisciplinary Perspective. 4.** Explorations in problems lying on the boundaries between religion and the natural and social sciences and the humanities; taught jointly with faculty from other disciplines. Topics may include Evolution and the Quest for Meaning (religious studies and geology); Religion and the Unconscious; Freud and Jung (religious studies and psychology); Secularization of the Eschaton (religious studies and political science); Myth of the Feminine: Anima, Androgyny, and Alchemy (religious studies and classics); Word, Self, and Nature in Modern Poetry and Religion (religious studies and English); Science and Religion (religious studies, chemistry, and History of Science); and Death and the Imagination (religious studies and psychology). With different content, may be repeated more than once. Permission of instructor required. Partially fulfills humanities requirement.
- 315 Old Testament. 4.** Exploration of the history, literature, mythology, and religious thought of the Old Testament. Offered alternate years. Partially fulfills humanities requirement.
- 316 New Testament. 4.** Exploration of the history, literature, mythology, and religious thought of the New Testament. Offered alternate years. Partially fulfills humanities requirement.

RELIGIOUS STUDIES

320 Contemporary Images of the Self.

4. Inquiry into the nature and destiny of the self as viewed by a number of significant religious and secular thinkers such as Keen, Camus, Pieper, Skinner, Kazantzakis, Niebuhr, Marcuse, Silone, and Herschel. Some of the issues considered are finitude, freedom, play, imagination, death, technology, and secularization. Partially fulfills humanities requirement.

337 History of Christianity. 4.

Development of Christianity from its beginnings to the end of the nineteenth century through a consideration of major thinkers, events and institutions. Offered alternate years. Partially fulfills humanities requirement.

351 Phenomenology of Myth. 4.

Is myth indispensable to being human? What is the nature and function of myth and symbol? How does myth relate to self, sexuality, society, nature, time, and ultimate reality or the sacred? Why do primitive cultures engage in this imaginative play in story and ritual and is there in our modern scientific culture a comparable mythic dimension? Exploration of these questions in primitive and modern mythology through such thinkers as Campbell, Sewall, Eliade, Jung, Neumann, Harding. Fulfills non-Western requirement or partially fulfills humanities requirement.

ADVANCED COURSES

420 Contemporary Theology. 4. The contemporary Christian theological situation in America and Europe approached through a consideration of several religious thinkers of the previous and present generation

such as Barth, Bultmann, Tillich, the Niebuhrs, Moltmann, Cox, Cobb, Rahner, Küng, and Dunne. Offered alternate years. Prerequisite: permission of instructor. Partially fulfills humanities requirement.

422 Contemporary Religious Problems.

4. Exploration of one major contemporary thinker or problem, such as Religion, Language, and the Body (Merleau-Ponty); God and Language (Wittgenstein); or Word, Self, and Action (Arendt). With different content, may be repeated more than once. Prerequisite: permission of instructor. Partially fulfills humanities requirement.

440 Seminar in Historical Studies. 4.

Consideration of the influence of one or several formative thinkers on religion, the religious situation within one cultural period, the religious history of a particular country, or a specific historical theme. Topic examples may include Religious Knowing: Kant, Kierkegaard, and Schleiermacher; Religion and the Self: the French Tradition—Descartes, Pascal, Camus, Teilhard de Chardin, Marcel; Christian Mysticism; When You Were Born: The Enlightenment; Religious Utopianism. With different content, may be repeated more than once. Prerequisite: permission of instructor. Partially fulfills humanities requirement.

445 Seminar in Biblical Studies. 4.

Intensive consideration of topics such as the prophets, the quest for the historical Jesus, the theology of Paul, apocalypticism, or the Johannine writings. Prerequisite: permission of instructor. Partially fulfills humanities requirement.

SOCIOLOGY

- 450 Special Topics. 4.** Intensive study of a problem, person, or area of interest to students and religious studies faculty not included in regular departmental offerings such as Existentialism, The Occult in Contemporary Religion, Mythology of Woman.
- 460 Independent Study.** Credit variable. Individual formulation and completion of a significant problem of study in the field of religion, such as Play, Celebration, and Worship; Transcending Good and Evil; Nietzsche; Jung and Existential Psychology; Alchemy; Contemporary Social Change in the Church; Creativity and Imagination; Taoism; or African Religions.
- 470 Senior Thesis.** Credit variable. Individual study culminating in a thesis, which in consultation with the adviser may be submitted for departmental honors. Recent titles are *Mysticism: East and West*; *A Christian Critique of Camus*; *Varieties of Atheistic Experience: Denis Diderot and M. Merleau-Ponty*; *The Religious Thought of Giordano Bruno*; *The New Being: A Critique of Tillich's View of Jesus Christ*.

RUSSIAN: See Foreign Languages.

SECONDARY SCHOOL CERTIFICATION. See Education and page 38.

SOCIAL SERVICES. See page 38.

SOCIOLOGY AND ANTHROPOLOGY

Sociology and anthropology are two ways of studying human organization, dynamics, and problems, and the cultural environment that springs from the human mind. Our department blends the humanistic and scientific aspects of the two fields, so that both an objective view of social life and concern about the maladies of humanity are legitimate parts of the perspective. To us, knowledge without concern and concern without knowledge are incomplete; they are much in need of each other to provide directions and techniques for understanding and improving the human condition.

The major consists of eight courses (32 credits), including Principles of Sociology, Social Problems, Methods of Research, and Social Theory. Beyond these, a variety of courses makes it possible for students to tailor major and related field programs to their own interests and long-range plans. These plans may find a hospitable setting in one part of our program which moves toward various careers using the bachelor's degree, a second which gravitates toward graduate school, a third which provides certification for secondary school teaching, or a fourth which concentrates in social services.

Some of the specific areas into which recent graduates have gone include professional sociology and anthropology, social services in a wide range of agencies, religious organizations, youth services, community planning, and the Bureau of the Census. Some graduates have become YMCA or YWCA officers; staff specialists with members of Congress; journalists or editors; members of police departments; court officers; corrections personnel; teachers in high schools and colleges; or volunteers in the Peace Corps, VISTA, or charitable and welfare agencies. Career preparation is important in the department, and it is based on the humanistic and scientific sociology-anthropology that is our mainstay.

During the college years, there are many opportunities for field work with various kinds of private and public agencies, independent study projects, off-campus seminars, seminars on special topics, and honors work. There are ample opportunities to study with instructors who are seriously concerned with the best development of each student, and who have made major commitments to high-quality teaching. A semester or a summer study abroad or in a markedly different part of the student's own culture also is encouraged to help strengthen his cross-cultural perspective.

In addition to the specific content listed below, each course focuses to some extent on social processes, especially those that help to create and resolve social problems.

101 Principles of Sociology. 4. The most significant principles developed in the field illustrated through problems and culture area studies; scientific approaches to the study of society, the culture concept, social structure, social processes, and socialization. Partially fulfills social science requirement.

102 Social Problems. 4. Content may vary from instructor to instructor, but each course develops a frame of reference for the study of social problems and covers some of the major problems of contemporary society. Partially fulfills social science requirement.

221 Sociology of Rural and Developing Areas. 4. Demography and human ecology of rural areas, social

organization and structure, social processes, socioeconomic development of emerging nations. Fulfills non-Western requirement.

222 Sociology of Urban Life (Administration of Justice 222). 4. Urban ecology, processes, and social institutions; major problems generated by urbanization, including conflict, depersonalization, selective migration and segregation, and the quality of urban life; urban planning.

224 Marriage and the Family. 4. Study of courtship, marriage, and the family; practical problems of dating, engagement, marriage, parenthood, and the family in contemporary society. Partially fulfills social science requirement.

SOCIOLOGY

- 233 Criminology (Administration of Justice 233). 4.** Survey of criminological theory and practice, the nature and cause of criminal offenses and offenders.



- 265 Racial and Ethnic Relations. 4.** Racial and ethnic differences, similarities, and relationships; attitudes about race and ethnicity; the present status of racial and ethnic groups; dynamics of their changing relations.
- 318 Demography (Administration of Justice 318). 4.** Theory, determinants, and consequences of population conditions; size and distribution; composition, vital processes, migration, and growth of population; emphasis upon problem aspects, especially excessive size and rates of growth.
- 335 Introduction to Social Services. 4.** Description of the social service professions with emphasis on their goals, methods, fields and effective helping relations; secondary emphasis on the development of the student's self-understanding as a beginning professional. Open only with permission of instructor.
- 336 Community and Community Organization. 4.** Community and problems of community organization in urban settings; planning, financing, publicizing, organizing, and coordinating public, quasi-public, and private agency services for the community. Prerequisite: Sociology 335.
- 337 Field Work. 4.** Supervised and reported experiences in human relations, small group or community organization projects, institutional services, work camps, or field work with social agencies. Open only with departmental approval.
- 353 Cultural History of Latin America. 4.** Iberian cultures, pre-Columbian Indian civilizations, discovery and conquest, the colonial empires, and the emergence of the independent republics; sociocultural development and the contemporary situation; current problems. Fulfills non-Western requirement.
- 354 Cultural History of South Asia. 4.** Study of the major cultural institutions of India, Pakistan, Nepal, and Ceylon in historical perspective, including village and urban life, language, literature, art, and political and social structure. Fulfills non-Western requirement.

392 Introduction to Anthropology. 4.

Physical development of man from fossil prehomnids to modern man, the archaeological past and its relation to the present; the development of cultural man; cultural anthropological concepts; major cultural systems; sociocultural change. Fulfills non-Western requirement.

439 Methods of Research. 4.

Examination of the scientific method; the philosophy, logic, and potential of social science; introduction to the major research methods and techniques of sociology. Open only to sociology majors or by permission of instructor.

440 Social Theory. 4.

Basic social theory and nontheoretical thought; early philosophical bases, nineteenth-century thought; and contemporary theory; current state,

usefulness, and shortcomings of the existing body of social theory; emphasis upon social and cultural systems. Open only to sociology majors or by permission of instructor.

450 Special Topics. 4.

Topics selected according to special interests and capabilities of groups of students and instructors. Recent topics include Sociology of Medicine and Health, Community Mental Health, and Sociology of War and Peace.

460 Independent Study. 1-4.

Some recent studies include Comparative Social-Service Counseling, The Status of Blacks in North Carolina, Eskimo Ethnography, and The Status of Women in West Germany.

470 Senior Thesis. 4.

A sampling of topics is exemplified by those listed for Independent Study.

SPANISH. See Foreign Languages.

SPECIAL EDUCATION

In cooperation with Greensboro College, three degree programs are offered for teacher training in the areas of learning disabilities, mental retardation, and the emotionally disturbed. Although only one area is required for certification, students are encouraged to seek certification in all three areas. See Education and Psychology. A number of the major courses must be taken at Greensboro College. Other courses, in psychology and education, are taken at Guilford College, and Guilford's core requirements must be satisfied. Students interested in the program should plan their programs carefully with their advisers, since many major courses must be taken in a specified sequence. There is little opportunity for elective courses for those students seeking a degree in special education.

SPEECH. See Drama and Speech.

WOMEN'S STUDIES. See page 42.

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Benjamin Cone Jr., Greensboro
Alyse Smith Cooper, Burlington
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Patti S. Crawford, Greensboro
James J. Crowley, Greensboro
John W. Davis III, Winston-Salem
W. Ralph Deaton, Greensboro
Laura K. Dobbins, Daytona Beach, Fl.
Cynthia E. Doyle, Greensboro
Herman G. Enochs Jr., Greensboro
Hermon F. Fox, Greensboro
Henry E. Frye, Greensboro
Gilbert L. Gates Jr., High Point
Joseph W. Gawthrop, Greensboro
James M. Harper Jr., Southport

Charles Hayes, Greensboro
 N. Perkinson Hayes Jr., Greensboro
 David R. Hayworth, High Point
 Pauline Hayworth, High Point
 Sidney B. Jeffreys, Greensboro
 Eleanor D. Kennedy, Greensboro
 Sol B. Kennedy, Greensboro
 McKibben Lane Jr., Greensboro
 Barbara B. Lavietes, Greensboro
 William O. Leonard Jr., Greensboro
 Helen H. Lineberry, Greensboro
 Donald B. Lowe, Greensboro
 Henry McKoy, Greensboro
 Robert K. Marshall, Delaware, Oh.
 Edwin S. Melvin, Greensboro
 Susan Mendenhall, Athens, Ga.
 Charles F. Milner Jr., New York, N.Y.
 Jeff Moore, Summerfield

E. William Nash Jr., Summit, N.J.
 George E. Norman Jr., Greensboro
 William L. Opdyke, Greensboro
 Mary Ragsdale, Jamestown
 Thomas C. Ragsdale, Jamestown
 Charles M. Reid Jr., Greensboro
 Delbert E. Replogle, Greensboro
 Arnold A. Schiffman Sr., Greensboro
 Angeline Smith, Greensboro
 Molly R. Smith, Elkin
 Kay Stern, Greensboro
 William J. Sturm, Greensboro
 A. Jack Tannenbaum, Greensboro
 Leah Tannenbaum, Greensboro
 Frederick H. Taylor, Charlotte
 Eugene Terrell, High Point
 Alfreda J. Webb, Greensboro
 William H. Westphal, Greensboro

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 JOHN K. BELL, M.A., Associate Director of Admissions
 O. THEODOR BENFEY, Ph.D., Clerk of the Faculty and Dana Professor of Chemistry and History of Science

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 EDWIN R. BOELTE, A.B., Director, Office of Community Service
 JANE GODARD CARIS, M.A., Director of Counseling Services
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FACULTY (the date following the name indicates the year of appointment)

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- *JO PLUM HANSEN, Assistant Professor of Stringed Instruments
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- *DAVID OAKES, Instructor in Guitar
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- *ERIC SMITH, Instructor in Percussion
- *LINDA WELLONS, Instructor
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- *ARTHUR WISE, Instructor in Low Brass
- ANNE WOODWARD, Assistant Professor of Voice
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APPENDIX

GUILFORD COLLEGE CALENDAR 1978-79

Fall Semester

First Faculty Meetings 9:00 a.m.-4:00 p.m., Picnic at 6:00 p.m.	Wednesday, Aug. 23, 1978
Consortium Dinner at Greensboro College—7:30 p.m.	Wednesday, Sep. 13, 1978
New Students Arrive and Orientation Begins—9:00 a.m.	Thursday, Aug. 24, 1978
Registration—Urban Center	Thursday, Aug. 24, 1978
Returning Students Arrive—1:00 p.m.	Sunday, Aug. 27, 1978
Registration—All Main Campus Students	Monday, Aug. 28, 1978
Urban Center Orientation	Monday, Aug. 28, 1978
First Classes—Late Registration & Late Payment Fee Applicable	Tuesday, Aug. 29, 1978
Last Day to Add Courses	Monday, Sept. 11, 1978
Chairpersons Must Submit List of Courses for Next Term	Friday, Sept. 22, 1978
Fall Faculty/Administration Retreat	Saturday, Sept. 23, 1978
Last Day to Drop Courses	Friday, Sept. 29, 1978
Mid-Term Grades Due for Work as of Friday, October 6th	Wednesday, Oct. 11, 1978
Fall Break Begins—Close of Day	Friday, Oct. 13, 1978
Residence Halls Closed from 4:00 p.m.	Friday, Oct. 13, 1978
to 1:00 p.m.	Sunday, Oct. 22, 1978
Classes Resume	Monday, Oct. 23, 1978
* Last Day to Withdraw and Receive Enrollment Deposit Refund	Wednesday, Nov. 1, 1978
Last Day for Withdrawal with Grade of WP	Wednesday, Nov. 1, 1978
Preregistration for Second Semester from	Monday, Nov. 13, 1978
to	Wednesday, Nov. 22, 1978
Classes Normally Scheduled for Wed. or Fri. Will Meet	Wednesday, Nov. 22, 1978
Thanksgiving Holiday Begins—Close of Day	Wednesday, Nov. 22, 1978
Residence Halls Closed from 4:00 p.m.	Wednesday, Nov. 22, 1978
to 1:00 p.m.	Sunday, Nov. 26, 1978
Classes Resume	Monday, Nov. 27, 1978
Reading Day	Wednesday, Dec. 13, 1978
Exams Begin	Thursday, Dec. 14, 1978
Exams End	Tuesday, Dec. 19, 1978
Residence Halls Closed from 4:00 p.m.	Tuesday, Dec. 19, 1978
to 1:00 p.m.	Tuesday, Jan. 9, 1979

Spring Semester

Registration—Urban Center	Monday, Jan. 8, 1979
Students Return	Tuesday, Jan. 9, 1979
Registration—All Main Campus Students	Wednesday, Jan. 10, 1979
Urban Center Orientation	Wednesday, Jan. 10, 1979
First Classes—Late Registration & Late Payment Fee Applicable	Thursday, Jan. 11, 1979
Last Day to Add Courses	Wednesday, Jan. 24, 1979
Chairpersons Must Submit List of Courses for Next Term	Friday, Feb. 2, 1979
Last Day to Drop Courses	Wednesday, Feb. 7, 1979
Mid-Term Grades Due for Work as of Friday, February 23rd	Wednesday, Feb. 28, 1979
Spring Break Begins—Close of Day	Friday, Mar. 2, 1979
Residence Halls Closed from 4:00 p.m.	Friday, Mar. 2, 1979
to 1:00 p.m.	Sunday, Mar. 11, 1979
Classes Resume	Monday, Mar. 12, 1979
Last Day for Withdrawal with Grade of WP	Wednesday, Mar. 21, 1979
* Last Day to Withdraw and Receive Enrollment Deposit Refund	Sunday, Apr. 1, 1979
Preregistration for Fall Semester, 1979, from	Monday, Apr. 9, 1979
to	Monday, Apr. 16, 1979
Reading Day	Thursday, Apr. 26, 1979
Exams Begin	Friday, Apr. 27, 1979
Exams End	Wednesday, May 2, 1979
Commencement	Saturday, May 5, 1979

* Special cases must be brought to the attention of Dean of Students before this date



ACADEMIC REGULATIONS

The following academic regulations are subject to change by authorized individuals and agencies. In general, however, a student may graduate according to the academic regulations stated in the catalog of the year of his or her entrance to Guilford College. It is the responsibility of students, aided by their advisers, to familiarize themselves with academic regulations, and to plan courses of study that will meet all departmental and college requirements.

The Course as the Unit of Instruction

The "course" is the basic unit of instruction and measurement of academic progress at Guilford College. Almost all courses carry 4 credits; the exceptions are physical education activity courses, off-campus seminars, studio art courses, some independent study projects, and seminars in some departments. In the five-week summer sessions sponsored by the consortium, non-laboratory courses normally carry 3 credits. A credit may be considered equivalent to a semester hour.

Certain courses meet for four hours each week, others for three hours, and some for only two hours, the frequency of meeting depending upon the nature of the course and the method of instruction.

Normally 100 level courses are introductory courses, 200 level courses are sophomore courses, and 300 and 400 level courses are junior and senior courses. Freshmen must have the approval of their advisers to take 300 or 400 level courses.

Course Credits Required for Graduation

To graduate from Guilford with a baccalaureate degree, the student must complete 32 courses (128 credits) of academic work with a C (2.00) average or 128 credits of C work, with D and F grades ignored. See page 23 for details.

The Associate of Arts Degree requires the completion of 16 courses (64 credits) of academic work with at least a C (2.00) average. See page 23.

Degree Candidacy

One semester prior to the time students expect to receive their degree they must submit to the registrar an application for graduation, accompanied by a written statement from their department chairperson indicating that all degree requirements are scheduled for completion by the anticipated time of graduation. Filing an application for graduation incurs a graduation fee of \$15, payable by April 15.

Students who fail to complete all degree requirements by the scheduled graduation date must reapply for graduation. An application should be submitted for the next regular date for conferring degrees with a \$7.50 duplicate diploma fee.

A candidate for the Associate of Arts degree continuing study toward the four-year baccalaureate degree must complete the requirements for the Associate of Arts degree and be awarded that degree at least one year prior to the completion and receipt of the bachelor's degree.

When a degree program is discontinued by Guilford College, that degree may continue to be awarded for a subsequent five-year period, provided all requirements for the degree can be met. However, once the degree program has been terminated, the college is not obligated to continue offering courses necessary to complete that degree.

Double Majors

Students may graduate from Guilford College with a double major, using each of the major fields as the related field for the other major. If the majors offer different degrees (B.A.S., A.B., B.S., etc.), only one degree may be received, the student to select the degree desired. Both majors will be listed at the top of the student's permanent record. If a student returns to Guilford College following graduation to complete a second major, the designation of the original major will not be changed at the top of the permanent record, but a notation will be made at the bottom of the record that the requirements for the second major have been met.

Second Degrees

Any former graduate who desires a second bachelor's degree of present date from Guilford College must normally spend at least two semesters in additional study, completing satisfactorily (with at least a C average) a minimum of 32 credits of work, at least 16 of these at Guilford, including all prescribed major requirements. If a student is awarded a second undergraduate degree, notation of the new degree and the date it was awarded will be added to the top of the permanent record.

Students receiving a bachelor's degree from some other accredited institution may receive a second bachelor's degree from Guilford by fulfilling the conditions outlined above, with the exception that Guilford's core and distribution requirements must be satisfied either by courses taken at Guilford or by suitable substitute courses from the prior institution approved by the dean of the faculty following a review of the student's transcript.

Normal Semester Load

Students working toward a degree normally carry four courses (16 credits) each semester. In the fall and spring term, students may take up to 18 credits without additional tuition charge. During each five-week summer term, 4-6 credits is considered a full-time load. For the ten-week summer term, 8 credits is considered full time.

Overloads

Students who wish to take more than 18 credits in any semester must have the permission of the Dean of the Faculty. Normally permission is granted only to seniors who need additional credits to graduate with their class. Additional charges are assessed for all credits over 18 per semester (see page 67), with the exception of those taken by music majors, who pay an initial fee to cover the cost of the extra hours of applied music required by their course of study.

The Weekly Schedule

Formal main campus classes meet on Monday, Tuesday, Thursday, and Friday. Classes are not normally scheduled on Wednesday, which is used for study, library work, internships, field trips, and conferences with instructors. Urban Center for Continuing Education classes meet on Monday-Wednesday and Tuesday-Thursday, or as specified on the semester schedule.

Class Attendance

The importance of class attendance varies with the nature of the subject matter of the course and the professor's approach. Laboratory attendance is considered an essential part of science and language courses. Classes using discussion techniques and seminars emphasizing student participation are dependent for their success on regular attendance by the participants. Individual faculty members make clear their expectations in regard to particular courses, but the ultimate responsibility for class attendance rests with the student.

Sophomores, juniors, and seniors who are on the Dean's List are not required to attend classes but must be present for all announced quizzes and examinations and must prepare all required written work. Students on academic probation are allowed no absences except those excused by the Dean of Students. Regular class attendance is strongly recommended for students on academic warning. Students who terminate regular class attendance are subject to suspension.

Classes are scheduled to assist students in the learning process, and it is the policy of the college to hold all classes as scheduled. Classes are not cancelled in times of inclement weather. Commuting students who miss classes because of hazardous driving conditions will have their absences excused and special arrangements will be made to enable the students to make up missed work. Faculty members unable to meet classes in such situations or because of illness will notify their chairperson or the Dean of the Faculty. Proper notice will be placed in the classroom affected at the beginning of the instructional period.

Registration Procedures

Freshman students register in late August during their orientation program. Returning students preregister for the fall semester during April and for the spring semester during November, but registration must be verified and finalized on the official registration day at the beginning of the next semester.

Freshman students select their courses in consultation with an appointed adviser. Beginning with the sophomore year, students register with an adviser from their major department, if they have chosen a major. To change from one adviser to another or from one major to another, a student should see the chairperson of the newly selected major department or of the department in which the new adviser serves. In either case a change of adviser form should be completed by the new adviser and delivered by the student to the registrar.

During preregistration or registration for the fall and spring semesters, Guilford College students may also enroll in courses at Bennett College, Greensboro College, High Point College, the University of North Carolina at Greensboro, and A & T State University, provided the selected courses are not offered at Guilford and enrollment is not filled by the institution's own students. Full credit will be granted, and grades and quality points will be transferred.

Changes in Registration; Withdrawal from Courses

Once registered, the student is responsible for all listed courses, and may change registration only by delivering to the Registrar's Office a Drop-Add slip bearing the signatures of the academic adviser and the instructors of the courses dropped or added. If advisable, students may add new courses to their schedules during the first week of classes. They may drop courses with a grade of W during the first 30 days of the semester. Students withdrawing from courses thereafter receive a grade of WP (withdrawal with a passing grade) or WF (withdrawal with a failing grade) until an established deadline has been reached, approximately two weeks after midterm, after which only a grade of WF may be recorded. Under extenuating circumstances, the Dean of Students may report a grade of W at any time during the semester.

Grading System

A student's grades are determined by daily preparation, participation in class discussion, the quality of written or laboratory work and the results of quizzes and examinations. The grade of A represents exceptional achievement, B superior, C average, D passing, and F failing. An X precedes B, C, D, or F whenever, through unavoidable circumstances, the work in the course has not been completed. In such a case, the grade is provisional and may be replaced with a better mark upon completion of the work. The provisional grade becomes the final grade if the course work has not been finished by midterm of the next regular semester. Provisional grades for seniors may not be changed subsequent to graduation. See page 43 for information about pass/fail grading. Information pertaining to W, WP, or WF grades may be found in the immediately preceding section. Only grades of C or better may be counted toward the major. The grade for auditing is N (non-credit). Occasionally X is recorded to indicate that a grade was not determined. Y signifies that a grade was not received.

Grade Reports

During the regular academic year, midterm progress reports are available through the student's adviser. At the end of each semester final grades are entered on the permanent record and, if the student's business office and library accounts are settled, a grade report is forwarded to the student, the faculty adviser, and the dean of students. Confidentiality of student records is maintained according to guidelines publicized by the Office of the Dean of Students.

Grade Points

One grade point is assigned for each credit hour of D work, two for C, three for B, and four for A. To be a candidate for a degree, except under the C-Credit Accumulation plan, a student must have a C (2.00) average. Cumulative grade point averages are determined by dividing the accumulated grade points by the total credits attempted minus credits in courses marked W or WP, credits taken on the pass/fail option, and transfer credits. Each time a course is taken or repeated the attempted credits and quality points are entered into the statistics used to compute the grade point average. Students may not repeat for credit any course previously passed with a grade of C or better. The credits for a course can apply toward graduation only once no matter how many times it is passed. Exceptions are the Special Topics courses, whose contents vary, and courses indicated as repeatable in the course listings. Grade point averages are computed at the end of each semester and include only work done at Guilford College and the other consortium institutions. Summer work at High Point College, North Carolina Agricultural and

Technical State University, and the University of North Carolina at Greensboro is not included in the computation of the student's grade point average.

Transcripts

Every student may receive one official transcript of his or her work without charge, provided all accounts with the college are satisfactorily arranged. Requests for subsequent copies must be made in writing to the Registrar by the owner of the record and should be accompanied by a remittance of \$2 for each copy desired. Transcript requests should be made to the Registrar's Office at least one week before the transcript is needed.

Student Classification

Class standing for students admitted to the baccalaureate degree program is determined at the beginning of each semester. A **freshman** has completed fewer than 24 credits toward a degree, a **sophomore** at least 24 credits, a **junior** at least 56, and a **senior** at least 88. A student may not represent or hold office in any class other than the one to which he belongs as determined by earned credit.

A **special student** is a mature adult for whom normal requirements for admission to a degree program are waived. Special students are expected to achieve academically on the college level by the time they have accumulated 24 credits.

Students not seeking a degree from Guilford may enroll in courses at the college. An **unclassified student** is a non-degree seeker who holds a baccalaureate degree. A **visiting student** is one earning college credit to be applied to a degree program at another college or university. An **auditor** is a student who attends class, listens to lectures, and may participate in class discussions, but does not receive credit. Auditors must pay the auditor's fee to the Business Office. **Drop-in students** are granted permission by the instructor to audit a course with the understanding that no permanent record of the audit will be maintained. Drop-in students register for courses after all other students have completed their registration. A "no-record audit" fee must be paid at the Business Office.

Each student, except for auditors and drop-in students, is either a full-time student, carrying at least three courses (12 credits) or a part-time student, carrying fewer than 12 credits. Part-time students must have the consent of the Dean of Students to room in the residence halls and may participate in college activities only with the approval of the Student Affairs Committee. Rules of the National Association of Intercollegiate Athletics and the Carolinas Conference determine eligibility for intercollegiate athletics.

Transfer Credit

Transfer students must present an official transcript and a catalog from each college attended, a statement of honorable-dismissal, and a complete record of the entrance credentials submitted to the institution from which they wish to transfer. Credit for courses completed with a grade of C or above, bearing some relationship to Guilford's liberal arts curriculum, may be transferred from accredited junior colleges, community colleges, senior colleges, or universities. Courses to be applied to a major at Guilford College must be approved by the chairperson of the major department. Credits earned more than ten years prior to application must be evaluated by the Dean of the Faculty and the chairperson of the major department before they can be accepted.

A maximum of 64 credits may be transferred from two-year colleges, and up to 48 credits from two-year technical institutes which are accredited by the Southern Association of Colleges and Schools (or one of its five regional equivalents). Up to 32 credits may be transferred from two-year community colleges, technical institutes, or other two-year institutions not accredited by the Southern Association of Colleges and Schools. All requests for the transfer of credits will be evaluated by the Registrar.

Each transfer student must meet the college regulations for graduation with respect to all core and distribution requirements. With the approval of the student's adviser, substitutions and exceptions are available by petition to the Dean of the Faculty. Transfer students receive a conversion allowance of up to 1 credit for each 15 semester hours of transfer credit applied to Guilford's degree.

Continuing Admission

Students who plan to return to the college the following September fill out a continuing admissions form for the Office of the Dean of Students during the spring semester. Those who wish to live on campus also fill out a housing contract.

Academic Warning and Academic Probation

An academic warning is issued when a student with a cumulative grade point average above C (2.00) has made unsatisfactory progress during the previous semester (with or without provisional XD or XF grades) or when a student has made satisfactory progress during the previous semester but has a cumulative grade point average less than C.

Unsatisfactory progress is indicated when a full-time student earns grades less than C in 8 credits of work or more during a semester, or a part-time student earns grades less than C in 4 credits or more.

An academic probation is issued when a student with a cumulative grade point average less than C has made unsatisfactory progress during the previous semester.

Academic warning and academic probation are not considered punitive measures, but rather indications that the student needs to make greater effort and should seek special counseling from the academic adviser or from the staff of the Office of the Dean of Students to help surmount difficulties which might lead to suspension or dismissal. Students on academic probation are permitted no unexcused absences from class. Regular class attendance is strongly recommended for students on academic warning.



Separation from the College

Normally, students are granted at least two semesters at Guilford College to prove their ability to achieve academically at the college level. If they are placed on academic probation at the end of a given semester, they are subject to separation from the college at the end of the next semester if, after having attempted 24 credits at Guilford, they again qualify for academic probation. In such cases, the Academic Retention Committee will carefully review the student's record and decide whether it is in the student's best interest to continue on academic probation or be separated from Guilford College.

Suspended students may apply for readmission to the college through the Admissions Committee following the period of suspension, normally one semester. If, in the opinion of the committee, such applicants show evidence of increased maturity and purpose as well as academic potential, they may be readmitted on academic probation.

Readmitted students who accumulate grades less than C in 8-12 hours of subsequent work are permanently dismissed from the college on the basis that they are failing to accumulate C credits rapidly enough to assure eventual graduation. Readmittance of dismissed students is the prerogative of the Dean of the Faculty.

If a student's grade point average indicates that graduation must be achieved through the C-Credit Accumulation plan, the Academic Retention Committee may stipulate that a particular student must henceforth earn no further grades below C or be subject to academic separation.

Withdrawal from the College

Students who wish to withdraw from the college during a semester or at the end of a semester must apply for permission to withdraw in good standing. Withdrawal forms are available in the Office of the Dean of Students. See page 70 for the schedule of refunds. A student who withdraws in good standing may apply through the Admissions Office for readmission to the college at any time. Students returning to Guilford after more than ten years must have credits earned earlier evaluated by the Dean of the Faculty and the chairperson of the major department.

Payment of Tuition and Fees

Tuition and fees must be paid according to the schedule in Chapter IV, pages 67, 68. Students who do not fulfill their financial obligations to the college according to this schedule, or who fail to make satisfactory arrangements with the Business Office to pay according to some other mutually agreed upon schedule, may be withdrawn from the college by the Dean of the Faculty.



GEOGRAPHICAL LISTING OF STUDENTS, 1977-78

Alabama

Brown, Margaret Stewart,
Lawrence, Richard Lowery,
London, Katherine A.,
Howie, David Alan,
McLemore, Llewellyn,

California

Batten, Steven Lee,
Dowe, Suzanne Marie,

Connecticut

Langles, Christopher H.,
Thibodeaux, Jeffrey M.,
Gindek, Donna Louise,
Trull, Nancy Coles,
Donovan, Naomi,
Stephan, Karl David,
Hyyppa, Louise Taft,
Keelips, Carol Ann,
Mathus, David Lackey,
Genua, Richard Loreto, Jr.,
Cohen, Michael Stephen,
Given, Peter Baxter
Woodruff, David Lewis,
Wall, Richard Albert,
Smith, James Bryan, III,
Griffin, Ronald Haynes,
Spangler, Richard G.,
Colby, Emorie Doughton,
Green, Julie Rachel,
Kittredge, Mary Read,

Delaware

Cobb, Paul Stanley, Jr.
Field, Christopher T.
Flanders, James Frank, III
Sloan, Donna Lynne

Birmingham
Birmingham
Birmingham
Huntsville
Sylacauga

La Habra
Mission Viejo

Darien
Enfield
Fairfield
Farmington
Hamden
New Canaan
Portland
Rowayton
Salisbury
Waterbury
West Hartford
West Hartford
West Hartford
West Haven
West Redding
Weston
Weston
Westport
Westport
Woodbridge

Newark
Newark
Wilmington
Wilmington

District of Columbia

Atkinson, Lanita E.,
Boone, Kenneth L.,
Bray, Richard Brittain,
Brown, David A. P.,
Froelicher, Sandell,
Halper, Marsha Susan,
Hopkins, Susan Rice,
Leonard, Victoria A.,
Mackin, David James,
Palmer, Crystal S.,
Richter, Frederick W.,
Russell, Don Allan,
Saunders, Michele C.,
Seixas, Cynthia E.,
Somerville, Myra Ellen,
Stickle, Mark H.,

Florida

Fitzgerald, Pamela A.,
Elkins, Marie Anne,
Crownfield, Margaret S.,
Phelps, Deborah Grace,
Hardcastle, Laurie Ann,
Komacek, Margaret Rose,
Morris, Heather Ann,
Omanoff, John J.,
Solomon, Mark Alan,
Wright, Debora Dawn,
Barnard, Elizabeth Carol,
Lynch, Carol Marie,
Quesada, Jorge Dela T.,
Moran, Elizabeth A.,
Waters, Jacquelyn L.,
Byrd, Richard Thomas,
Hughes, Teresa Diane,

Washington
Washington
Washington
Washington
Washington
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Washington
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Washington
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Washington
Washington
Washington
Washington

Apalachicola
Boca Raton
Brandenton Beach
Clewiston
Cocoa Beach
Fort Lauderdale
Fort Lauderdale
Fort Lauderdale
Fort Lauderdale
Fort Lauderdale
Fort Lauderdale
Gainesville
Gainesville
Hialeah
Holmes Beach
Indiantown
Jacksonville
Jacksonville

Leonard, Margaret Ann,
Rosenberg, Roni Ann,
Howard, Melodie L.
Meikrantz, William Joel,
Ewing, James Bruce,
Bryant, Lynn Dushane,
Fernandez, Manuel,
Simon, Steven David,
Hood, James Woodhams,
Sazama, Joseph Edward,
Moody, Roosevelt III,
Ernest, Robin Lynne,
Garelli, Theresa Ann,
Spicuzza, Cary A.,
Knowles, Tracy Donelle,
Dasnoit, Robert J.,
Friesel, Robert Earl,
Glichrist, Suzanne Marie,
Rutherford, Amy Frances,
Booth, Margaret Ann,
Taylor, Paul Worden,
Williams, David Russell,
McQuire, Karen Lisa.

Georgia

Beattie, Edward Tasker,	Atlanta
Brown, Gregory C.,	Atlanta
Forbes, Anne Margaret,	Atlanta
George, Alice Wiley,	Atlanta
Hill, Glynis Elaine,	Atlanta
Jewett, David Hardin,	Atlanta
Johnston, Peter Clyde,	Atlanta
McLemore, Victor Alan,	Atlanta
Mosley, Edwina Catherine,	Atlanta
Myers, Tamara A.,	Atlanta
Sachs, Jeannette L.,	Atlanta
Sparks, Rebecca Marie,	Atlanta
Thompson, Pamela Sue,	Atlanta
Zoellner, Gary Stuart,	Atlanta
Hardman, Charles,	Augusta
Forbes, Margaret Paty,	Dunwoody
Templeton, Anne Peeler,	Macon
Luney, Derek John E.,	Marietta
Hasty, Douglas Franklin,	Roswell
Duncan, Cassandra E.,	Savannah
Franklin, Robert Lee, Jr.,	Smyrna
Franklin, Susan Lisa,	Smyrna
Smith, James H.,	Waynesboro

Illinois

Chrismon, Kay Marie,
Wall, Robert Kidder,
Parry, Richard Stover,
Hurley, David Lowell,
Hurley, Donna Carol,

Indiana

Schweitzer, Lisa Mary,
Earl, Janette Marie,
Shields, James Taggart,

Kentucky

Chumley, Mari Kelly.

Jacksonville
Jacksonville
Jacksonville
Lighthouse Pt.
Lutz
Miami
Miami
Miami Beach
Miami Spring
Miramar
Mt. Dora
Pinellas Park
Pompano Beach
Sarasota
St. Petersburg
Tampa
Tampa
Tampa
Venice
Vero Beach
Vero Beach
West Palm Beach

Louisiana

Dussom, Denise Susan,	Covington
Colomb, Elizabeth Ann,	New Orleans

Maine

Barnard, Marshall H., Augusta

Maryland

Howard, Leslie Diane,	Adelphi
Bender, Jory	Arnold
Watkins, Mary Elizabeth,	Ashton
Alford, Lorretta L.,	Baltimore
Fribush, Amy Juniper,	Baltimore
Furman, Arlene Marcel,	Baltimore
Keavney, Mark James,	Baltimore
Rayburn, Linda Jeanne,	Baltimore
Beckelheimer, Carolyn A.,	Bel Air
Knisely, Joseph D., Jr.,	Bel Air
Carlson, Shawn Denise,	Beltsville
Buckley, Stephen Patrick,	Bethesda
Chambers, Christine M.,	Bethesda
Colliton, Matthew F.,	Bethesda
Datta, Tane Mohan,	Bethesda
Edwards, Nancy Ann,	Bethesda
Fulton, Richard Stewart,	Bethesda
Getsinger, Valerie Jane,	Bethesda
Hacking, Jay Roger,	Bethesda
Hardy, Steven Floyd,	Bethesda
Hotchkiss, David R.,	Bethesda
Kosonen, Carla Grace,	Bethesda
Meltzer, Anne Marie,	Bethesda
Oliver, Malcolm Everett,	Bethesda
Stickle, William Robert,	Bethesda
Wells, Stephen Michael,	Bethesda
Palumbo, Paul Kevin,	Bowie
Powell, Elizabeth,	Braddock Heights
Bowen, Elizabeth M.,	Chevy Chase
Davidow, Rodney D. M.,	Chevy Chase
Finkenstaedt, Frederic B.,	Chevy Chase
Lowe, Josten Stephen,	Chevy Chase
MacKenzie, Elizabeth H.,	Chevy Chase
Sonnenfeldt, Walter H.,	Chevy Chase
Walsh, John Francis, Jr.,	Chevy Chase
Irey, Carolyn Elizabeth,	Churchville
Billovits, Susan M.,	Gaithersburg
Slemmons, Kent D.,	Gaithersburg
Smith, Nancy Louise,	Gaithersburg
Paul, Kathleen Sharon,	Gapland
Paul, Linda Marie,	Gapland
McIntire, Margaret R.,	Germanatown
Davis, Douglas Lynwood,	Greenbelt
Guiler, Marianne Craig,	Hyattsville
Mawhinney, Megan C.,	Kensington
Rouleau, Joan,	Kensington
Zahurak, Lynn Marie,	Kingsville
Reehling, Jenny Graham,	Laytonsville
Pevey, Judith Elaine,	Mt. Airy
Bikis, Gwendolyn Marie,	Phoenix
Ertel, Linda Carol,	Potomac
Everett, Karen Judy,	Potomac
O'Shaughnessy, Michael N.	Potomac
Ray, Phillip Eugene,	Riviera Beach
Collins, Patricia M.,	Rockville

Delaney, Maureen Ann., Hill, Leslie Nancy, Scott, Emily Louise, Owens, Carolee Susan, Stephanides, Michael M., Jones, Leonard Michael, Beals, Kimberly Ruth, Block, Martin Edmund, Cohen, Ellen, Jacobs, Michael Peter, Markoff, Jody Lynn, Schott, Cynthia C., Spokely, David Guy, Jr., Seiler, Lauren Elaine Mulligan, Matthew G., Tornell, George M., Hartman, Carol Elizabeth, Karlin, Dana Meg, Shipp, David Christopher, Hershey, Todd Lakin,	Rockville Rockville Rockville Salisbury Salisbury Severna Park Silver Spring Silver Spring Silver Spring Silver Spring Silver Spring Silver Spring Silver Spring Silver Spring Silver Spring Timonium Upper Marlboro Upper Marlboro Westminster Wheaton Wheaton Williamsport	Smith, George Michael, Jurkovic, Daniel James, Swider, Thomas Frank, Pitts, William Steele, Bradley, Michael James, Siverson, Michele Lyn, Nolan, Timothy R., Cubberley, Mark David, Soboczynski, Debra Ann, Beeler, Karen June, Farr, Richard Jay, Gross, David Duffe E., Nieukirk, Sharon Lee, Harker, Garry L., Selles, Cynthia Leonore, Luehrs, Howard Henry, Soden, Harold W., Sprinkle, Suzanne Joyce, Smith, Carol Ann, English, Brian Lee, Curry, David Allen, Cheek, Lloyd M., Crum, Andrew Kingery, Garofalo, Michael Steven, Friel, Patricia Ann, Bakley, Paula L., Stevens, Janet Newlin, Caughey, Margaret A., Pontone, Juliana E., Boucher, Theresa Ann, Foxworth, Mark Bennett, Demarco, Anthony, Murphy, Walter C., Kaplan, Neil Scott, Calkin, Karen Leslie, Wright, Steven F., Smith, Elaine Weldon, Bouile, Ellen Marie, Holaday, Candace Jo, Bean, Doris Alma, Hommel, Katherine E., Murphy, Mary Jean, Little, Mark David, Heines, Denise Annette, Hemrick, Paul Donald, Weiss, Margot, Wilson, Debra Lynn, Wilson, Kathryn Marion, Johnson, John Louis, Scofield, Nancy L., Frei, William Bruce, Rothstein, Juli, Angelini, Joseph, Murkli, Robert Steven, Lippincott, Barbara Lee, Lippincott, Lynn Ann, Gilbert, Kathleen Ann, Clarke, Donald Gordon, Boylan, Dean Durward, Boylan, Mary Lucinda, Campbell, Jeffrey Scott, Larsen, Glenn Porter, Vliet, Susan Gail,	Englishtown Estwood Po Flemington Franklin Lakes Freehold Glassboro Greensboro Groveville Groveville Haddonfield Haddonfield Haddonfield Haddonfield Hightstown Hillsdale Jackson Jamesburg Lakewood Lawrenceville Liberty Corner Linwood Madison Madison Madison Marlton Medford Merchantville Moorestown Morganville Morris Plains Mount Laurel North Brunswick Northfield Paramus Parsippany Pennington Pennsauken Piscataway Plainfield Pleasantville Princeton Ridgewood Ringoes Rockaway Saddle River Skillman Somerset Somerset Sparta Sparta Stanhope Teaneck Trenton Trenton Vincentown Vincentown Warren Watchung Westfield Westfield Westfield Westfield Westfield
Massachusetts			
Reece, Judson Brooks, Hogan, Martin Matthew, Pickett, Ann Lindsay, Pickett, Emily Rice, Peters, Robert Bruce, Bourne, Stephen William, Rickless, Gail Louise, Summers, Robert Colin, Sax, David Brian, Whelan, Carol P. Ye, Jeanne, Locatelli, Anne Louise, Goldberg, Eileen,	Lincoln Lynn Needham Needham North Eastham Norwood Springfield Sudbury Swampscott W. Springfield Wayland Wellesley Westford		
Minnesota			
Bulluck, Charles E.,	Wayzata		
Mississippi			
Eller, Robert Keith	Clinton		
Missouri			
Senseman, Becky Lee	Creve Coeur		
Nevada			
Carey, Brian Edward,	Las Vegas		
New Hampshire			
Spring, Jennifer Louise,	Amherst		
New Jersey			
Dyer, Carol Sue, Meyler, William Joseph, Sawyer, Otis Strickland, McGair, Gary William, Ward, Peter James, Boutin, Thomas Michael, Haines, Mary Ann, Palmer, Gordon Vail, Hellaewell, Kathleen A., Pollock, Mary Ellen, Anderson, Edward Paul,	Allendale Bernardsville Brielle Burlington Caldwell Cherry Hill Cherry Hill Cherry Hill Demarest Elmer Englishtown		

Ireton, Susan Cragin,
 Ashton, Felicia Ann,
 Killen, Guy Walter,
 Cheeseman, Ann Louise,
 Coles, Nancy Joanne,
 Tyson, Kenneth Charles,
 Davilla, Scott David,
 Bergen, Clement T.,
 Lloyd, Robert D.,
 Sanguinetti, Robert A., Jr.,

New York

Jacoway, Robert Hoshall,
 Crowley, John Brian,
 Davis, Lawrence Abraham,
 Petrone, Bennett Charles,
 Ladson, Tracey Lucien,
 Moorhead, Joseph William,
 Tortora, Tricia,
 Riback, Steven Craig,
 Ellington, Joe Carey, Jr.,
 Dauerty, Helene E.,
 Hall, William Henry,
 Frommann, Janet Marga,
 Poz, Elizabeth Ann,
 Tredwell, Carol Warren,
 Hicks, Frank Scott,
 Ringewald, Elisabeth A.,
 Goldfarb, Shanna Beth,
 Silverman, Susan Z.,
 Woerner, Todd Eliot,
 Clott, Ruth H.,
 Spain, Denise Margaret,
 Rice, Lisa Helene,
 Wright, Peter John,
 Luongo, Ralph Joseph,
 Alonge, Edward Thomas,
 Bresnihan, Kenneth John,
 Livingston, Jeffrey A.,
 Libby, Nicole Winship,
 Good, Elliott Richard,
 Stadler, Harriet Clarice,
 Hackman, Carrie E.,
 Kraar, Jennifer Diane,
 Chanley, David Alan,
 Bergrin, Jon Keith,
 McCartney, Ray Maust,
 Fulton, Thomas James, Jr.,
 Venetis, Tina Irene,
 Schein, Julia R.,
 Lopresti, Lorinda Mae,
 Penney, Robert J.,
 Cataliotti, Mary Ann T.
 Johnson, Eric Francis,
 Petrouskie, Frank A.,
 Boeggeman, Melissa J.,
 Dunn, Shirley A.,

Westmont
 Woodbury
 Woodbury
 Woodstown
 Woodstown
 Woodstown
 Wrightstown
 Wyckoff
 Yardville
 Yardville

Apo
 Apo
 Bay Shore
 Bay Shore
 Brooklyn
 Chappaqua
 Cold Spring Harbor
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 Commack
 Constantia
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 Garden City
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 Great Neck
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 Latham
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 Lindenhurst
 Lynbrook
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 Mamaroneck
 Manhasset
 Merrick
 Miller Place
 New Hartford
 New York
 Newsuffolk
 Old Bethpage
 Pelham Manor
 Pleasantville
 Poughkeepsie
 Riverdale
 Smithtown
 South Salem
 Syosset
 Wantagh
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 West Nyack
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Fort, Sarah Amelia,
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 Yeargan, James Thomas,
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 Cook, Susan Harper,
 Atkins, Pamela Cyd,
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 Midgette, Theresa Ann,
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 Costlow, Beth Scott,
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INDEX

Academic regulations 156
Accounting 78
Administration of Justice 81
Administrative staff 147
Admissions 61
Admissions staff (inside front cover)
Advanced standing 64
Anesthesia nurses 35
Anthropology 142
Application procedure 63
Art 84
Arts Series 48
Associate of Arts degree 23
Astronomy 131
Athletics 54
Auditor 160
Bachelor of Administrative Science degree 21
Bachelor of Arts degree 22
Bachelor of Fine Arts degree 22
Bachelor of Science degree 21
BASIB 52
Biology 88
Board of Trustees 146
Board of Visitors 146
Campus Map (inside back cover)
Career development and placement 59
Chemistry 92
Choir 49, 124
Class attendance 159
Classics 36, 94
Class schedule 159
College calendar 155
College marshals 45
College Union 48
Community Senate 47
Comparative Arts 39
Computer Center 15
Concentrations 36
Continuing admission 163
Cooperative programs 31
Correspondence directory (inside front cover)
Counseling 59
Course fees 68
Course load 159
Course requirements 24
C.P.A. Preparation 35
Curriculum II 30
Dana Scholars 71
Dean's List 44
Degrees 21
Departmental honors 40
Dismissal, academic 164
Distribution requirements 26
Drama and Speech 95

Drop-in student 162
Early decision plan 63
Early entrance 65
Economics 97
Education 100
Electives 29
Engineering 33
English 25, 102
Enrollment fee 67
Entrance tests 62
Environmental Studies 36
Esperanto 110
Evening program 43
Faculty, alphabetical listing 148
Faculty, departmental listing 76
Faculty Colloquium 49
Federal grants and loans 73
Fees 67, 68
Fee explanations 65
Fee payment 69, 165
Financial aid 70
Foreign languages 106
Foreign study 41
Forestry 31
French 107
Freshman 162
Full-time student 162
Geographical listing of students 166
Geology 110
German 108
Grades 161
Graduating honors 45
Graduation requirements 23, 157
Greek 94
Greensboro College music faculty 154
Greensboro Regional Consortium, Inc. 17
Health service 56
History 115
History of Science and Technology 37
Honor code 45
Housing 57
Humanistic Studies 29
Independent study 40
Insurance 69
Interdisciplinary courses 39
International Student Services 60
Internships 40
Italian 110
Judicial board 48
Junior 162
Laboratories 13
Language laboratory 14
Latin 95
Law Enforcement Education Program 74
Library 12
Location 11

Majors 28
 Management 119
 Mathematics 121
 Medical Technology 32
 Motor vehicles 59
 Music 124
 Music fees 68
 Non-Western studies 26, 37
 North Carolina resident financial aid 72
 Off-campus education 41
 Organizations 49, 52
 Orientation 56
 Part-time student 162
 Pass-fail grading 43
 Performing arts 49
 Philosophy 126
 Physical Education 128
 Physician's Assistant 33
 Physics 130
 Placement Service 59
 Political Science 133
 Post-professional program 35
 Pre-professional programs 33
 Probation, academic 163
 Psychology 136
 Publications 50
 Quaker Collection 13
 Radio station 50
 Readmission 164
 Refunds 70
 Registration 160
 Related field 28
 Religious Studies 138
 Residence halls 57
 Russian 109
 Scholarships 71
 Scholarship Society 45
 Scholastic honors 44
 Secondary school certification 38
 Seminars Abroad 42
 Seminars West 112
 Senior 162
 Social Services 38
 Sociology and Anthropology 142
 Sophomore 162
 Spanish 109
 Special Education 145
 Special student 162
 Statement of Purpose 19
 Student aid 70
 Student classifications 162
 Student government 47
 Student services 56
 Students, geographically listed 166
 Summer Scholars program 17
 Summer school 17, 42

Summer study abroad 41
Suspension, academic 164
Transcripts 162
Transfer applications 64
Transfer credit 163
Tuition and fees 67, 68
Tuition and fee payment 69, 165
Unclassified student 162
Urban Center 12, 43
Veterans 75
Visiting student 162
Withdrawals 160, 164
Women's Studies 42
Work opportunities 74
WQFS-FM 50

NOTES

Guilford College

CATALOG SUPPLEMENT

1979-1980

5800 West Friendly Avenue
Greensboro, North Carolina 27410

TUITION AND FEES/1979-80

For the academic year
of two semesters:

	Day Student	Mary Hobbs Hall	Bryan Hall	Other Halls
Tuition(12-18 credits)	\$2,900.00	\$2,900.00	\$2,900.00	\$2,900.00
Special Fees	225.00	225.00	225.00	225.00
Room and Board		1,350.00	1,515.00	1,450.00
	<hr/>	<hr/>	<hr/>	<hr/>
	\$3,125.00	\$4,475.00	\$4,640.00	\$4,575.00
Student Activity Fee	87.50	87.50	87.50	87.50
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	\$3,212.50	\$4,562.50	\$4,727.50	\$4,662.50

OTHER FEES

Application Fee	\$ 15.00	Late Registration Fee	\$10.00
Enrollment Fee	100.00	Graduation Fee	15.00
Per Credit less than 12 hours	65.00	Key Fee	5.00
Urban Center(B.A.S. and A.A. degree program students) Per Credit	65.00	Motor Vehicle Registration	
Overload Per Credit more than 18 hours	65.00	Dormitory Student	10.00
Audit Fee(per credit)	25.00	Day Student	3.00
No Record Audit Fee (per course applicable for Drop-in students)	50.00	Linen Fee	5.00
Registration Fee (part-time students only)	10.00	Insurance Premium	45.00
		*Athletic Insurance Premium	50.00
		Transcript Fee (per copy)	2.00

All fees are subject to adjustment.

*Students enrolled in intercollegiate athletics are required to take

Athletic Insurance coverage at a cost of \$50 per year.

CURRICULUM CHANGES

Students entering fall 1979 and thereafter will take as their required English sequence in the freshman year English 150 (Composition and Literature I) and 151 (Composition and Literature II).

Students placing at the 100 level on the language test or beginning a new language take both 100 and 200 elementary language courses to meet the foreign language requirement. Students placing above the 100 level satisfy the requirement with the completion of the 201 intermediate course. Esperanto is no longer offered. The language seminars have become Senior Tutorials, open only to graduating language majors.

New courses approved by the Curriculum Committee include Art 224 (Graphics IV), with the current 224 and 225 becoming 225 and 226; History 150 (The World Since 1500) fulfilling the history requirement; Spanish 315 (Spanish American Literature).

Studio art courses 102, 104, and 248 have been approved to fulfill the creative arts requirement. Philosophy 302 no longer partially fulfills the humanities requirement, nor Sociology 224 the social science requirement.

Course number changes approved by the Curriculum Committee will be reflected on the semester schedules. Advisers or department chairpersons should be consulted about new major requirements or new prerequisites for specific courses.

The official academic calendar for 1979-80 is available in the Office of the Dean of Students. Students are advised to check the new calendar for revised dates.

OPENING WEEK

Urban Center Students' English Placement and
Reading Test.....Sat. Aug. 18, 1979
New Students Arrive and Orientation Begins - 9:00 a.m.Thurs. Aug. 23, 1979
Registration - Urban Center Students
9-11:30; 1-4:30 and 6:30-9:30 p.m.....Thurs. Aug. 23, 1979
Returning Students Arrive - 1:00 p.m.....Sun. Aug. 26, 1979
Registration - All Main Campus Students.....Mon. Aug. 27, 1979
Urban Center Orientation.....Mon. Aug. 27, 1979
First Classes - Late Registration & Late Payment
Fee Applicable.....Tues. Aug. 28, 1979

FACULTY

Faculty Arrivals:

Arthur K. Brintnall, Dana Professor of Management

A.B. 1935, Denison University; Ph.D. 1939, University of California
at Los Angeles

Sarah S. Malino, Instructor in American History

B.A. 1967, Wellesley College; M.A. 1974, M.Phil. 1975, Ph.D. candidate
Columbia University

William E. Schmickle, Visiting Assistant Professor of Political Science

B.A. 1968, Davidson College; M.A. 1975, Duke University; M.Litt. 1976,
Institute of Soviet and East European Studies, University of Glasgow;
Ph.D. candidate, Duke University

Faculty Departures:

Edward F. Burrows, Professor of Non-Western Studies and History - retired

Donald L. Gibbon, Associate Professor of Geology and Earth Science -
resigned

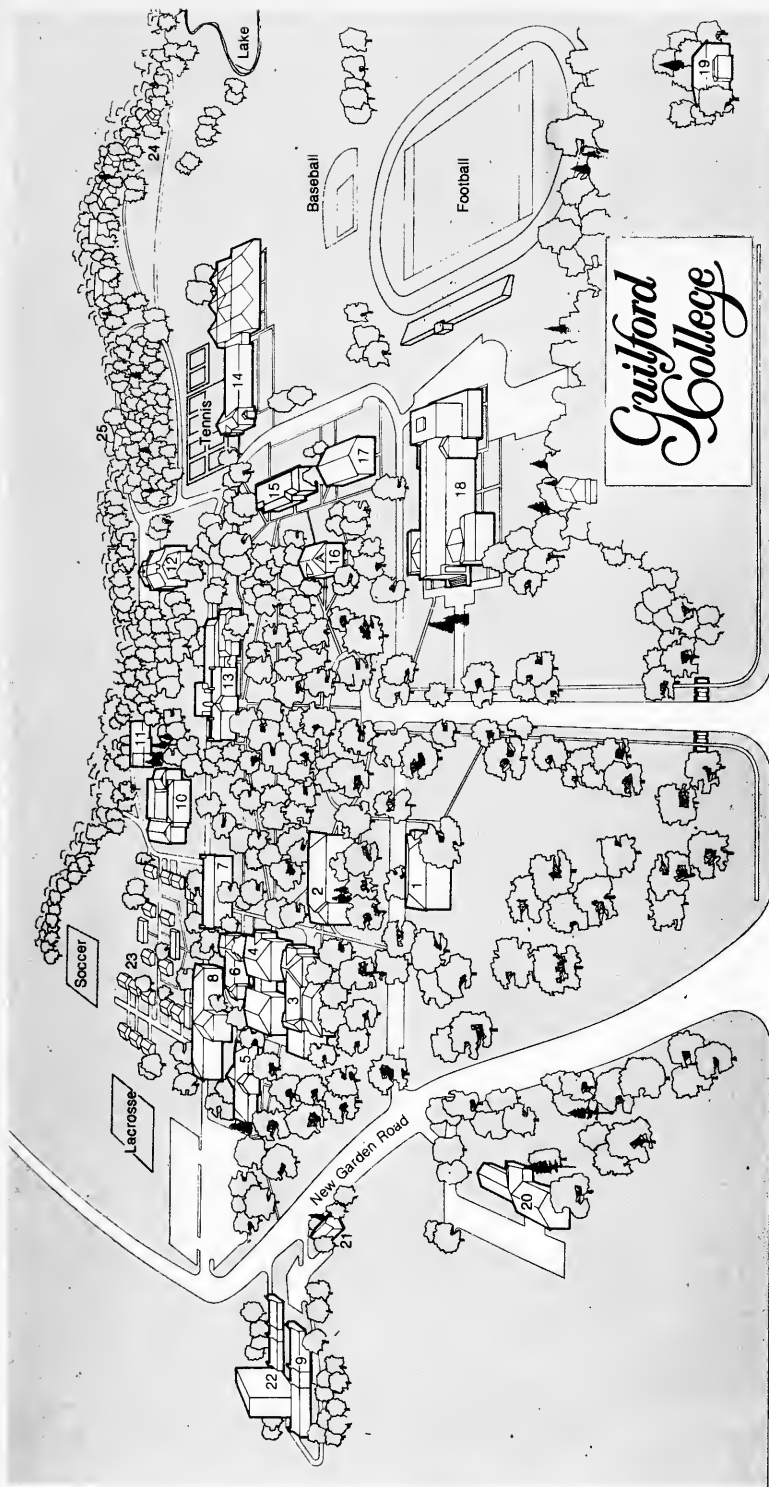
Andrew W. Gottschall Jr., Associate Professor of Sociology - deceased

E. Kidd Lockard, Associate Professor of History - retired

F. Mildred Marlette, Professor of English - retired

John M. Pipkin, Assistant Professor of Religious Studies - retired

Eugene H. Thompson Jr., Assistant Professor of French - retired



1. New Garden Hall
2. Duke Memorial Hall
3. Library
4. King Hall
5. Urban Center

6. Mary Hobbs Hall
7. Shore Hall
8. Birford Hall
9. Infirmary
10. Bryan Hall

11. Maintenance
12. Milner Hall
13. Founders Hall & Sternberger Auditorium
14. Physical Education Center

15. Hege-Cox Hall
16. Archdale Hall
17. English Hall
18. Dana Auditorium
19. George White Hall

20. New Garden Friends Meeting
21. Office, N.C. Yearly Meeting
22. Friends Homes
23. Married Student Housing
24. Faculty Housing
25. Ragsdale House

Guilford College
5800 West Friendly Avenue
Greensboro, North Carolina 27410

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